

Undergraduate and Taught Postgraduate Programmes Handbook 2022-23

CertHE, DipHE, BA (Hons) and MTheol Theology

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 College's website (via each of the programme pages at: <https://www.oakhill.ac.uk/study-with-us/programmes>) and also in the Study section on Acorn, the College's Virtual Learning Environment (VLE), under *Acorn-Study/Programmes-Info/Programmes-Handbook*.

If you have a specific learning difficulty (SpLD) which makes reading this handbook or navigating our website/Acorn 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 Senior Registrar, Caroline Hinch, at carolineh@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 edition of the Handbook is as accurate as possible at the date of publication (August 2022); 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

The church needs leaders who know Christ richly, who are ready to serve others as he served us, and are thoroughly equipped for ministry and mission in our complex world. To meet that need, Oak Hill offers deep-rooted training and a range of resources for Christ-centred ministry.

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, worshipping and hospitable community where together we listen, discuss, reflect, pray and grow in our 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 option¹ modules).

Information about the overall ethos of our programmes can be found on the College's website (at <https://www.oakhill.ac.uk/study-with-us/study-with-us#why-oak-hill>). Information about the programmes themselves can also be found on the website (at <https://www.oakhill.ac.uk/study-with-us/study-with-us#study-options>) and all the technical detail about each programme can be found in the Programme Specifications and Curriculum Maps, which are available on each programme page within the site (e.g., at <https://www.oakhill.ac.uk/certificate-of-higher-education-theology/overview>) as well as on the College's Virtual Learning Environment, Acorn, under *Acorn-Study/Programmes-Info/Programme-Specifications-Curriculum-Maps*. Details about Threshold Learning Outcomes and learning materials for individual modules can be found in the Module Narratives, accessible through Acorn (to which new students are given access during the summer before their arrival at College): please see *Acorn-Study/Programmes-Info/Module-Narratives*.

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.12-13). 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.

¹ Option modules were previously referred to as elective modules.

Admission Regulations

The College has specific Admissions Criteria for each of its programmes. These are set out below, as well as on the website, in the Programme Specifications which are available on each programme page within the site (e.g., at <https://www.oakhill.ac.uk/certificate-of-higher-education-theology/overview>) and on Acorn under *Acorn-Study/Programmes-Info/Programme-Specifications-Curriculum-Maps*. Further details can be requested from the Admissions Office.

International Students

Oak Hill College is not on the UK Government’s Register of Licensed Sponsors and so is unable to sponsor migrants under the student route of the points-based immigration system. The College therefore cannot accept applications from individuals who need a student visa in order to study in the UK. More details can be found on our website at <https://www.oakhill.ac.uk/study-with-us/international-students>. Please contact 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 Hill²:

Qualification/test	Level required
GCSE or GCE O Level English Language (or equivalent international qualification) ³	Grade C or above, or 4-9 under the new GCSE grading structure

² 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.

³ 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 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.

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.⁴ 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
 - An ENIC Statement of Comparability confirming the level of the qualification is equivalent to a UK Bachelor's degree or higher. For details, please see <https://www.enic.org.uk/Qualifications/SOC/Default.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.

d. MTheol Theology

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 the same as those for the CertHE, DipHE and BA (Hons) as set out above, and are also explained on the College's website at: <https://www.oakhill.ac.uk/master-in-theology/overview>. To progress to the third year of the MTheol, students must obtain an average of a 2.1 (B+ on the DipHE scale) over all modules taken at Levels 4 and 5 and go through an internal admissions process; information about this is provided during the second year and

⁴ 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.

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 over all taught modules taken at Level 6 or higher 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 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). This proficiency may be demonstrated by previous formally assessed language study and/or through Oak Hill exemption tests in Greek and Hebrew.

2. Postgraduate Entry Requirements

The entrance requirement for the PGCert, PGDip and MA Theology is a UK Honours degree in Theology (classified 2.2 or above) to enable applicants to demonstrate both academic ability and sufficient theological background for entry onto the relevant programme.

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). This proficiency may be demonstrated by previous formally assessed language study and/or through Oak Hill exemption tests in Greek and Hebrew.

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 precise requirements are the same as those for the College's undergraduate provision and are set out in full under 1b and 1c above.

General Programme Requirements

The programmes offered by the College are set out in the table on pp.12-13 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. 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

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 and Assessment Load

Each Module Narrative specifies the 'total study hours' for that module. In line with the UK Credit Frameworks and 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, are two examples: the first is a one-semester, 20-credit undergraduate module; the second is a one-semester, 30-credit postgraduate module:

Study Hours per Week:	<u>Class Hours:</u> Normally 3-4 hours/week	<u>Other Study Hours:</u> Normally 8-10 hours/week
Number of Semesters:	Normally 1 semester	
Total Hours:	Up to 200 hours	

Study Hours per Week:	<u>Class Hours:</u> Normally 4 hours/week	<u>Other Study Hours:</u> Normally 41 hours/week
Number of Semesters:	Normally 1 semester	
Total Hours:	Up to 300 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, exam 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.

With respect to assessment, the approach is slightly different at undergraduate and postgraduate level. At undergraduate level, a 10-credit module will generally carry one piece of assessment (or two pieces which are closely related to one another); a 20-credit module will generally carry two pieces of assessment (slightly more for the biblical languages, which normally also include regular tests). At postgraduate level, the approach is based upon total word count rather than the number of discrete pieces of work: the total word count for a 15-credit module will normally not exceed 4,500 words; the total word count for a 30-credit module will not normally exceed 7,500 words.

Across the spectrum of the modules on offer, different modules will involve different types of assignment and, as such, word counts may sometimes vary between tasks: for instance, the number of words allocated to a piece of free-flowing, reflective writing may be different to that for a formal academic essay which carries the same percentage weighting. In addition, some assignments may be formative: these are primarily developmental in nature and are designed to help students evaluate their current performance and see how it can be improved; such assessments do not contribute directly to the final mark for a module but the feedback generated will help students to prepare for their final (summative) assessment(s). The work required for these formative tasks will be included within the total study hours/word count for the module, as determined by the credit weighting and whether it is at undergraduate or postgraduate level. For a more detailed description of the differences between formative and summative assessments, see p.41 of the Regulations & Procedures Handbook 2022-23.

Each of the College's programmes make significant demands in terms of contact and study hours, and so it will be important to think carefully about how to integrate study with placement church activity, Chapel, Fellowship Group, social activities, hobbies/interests and time with friends/family; for part-time students in particular, it will also be important to think about how to manage your study load alongside your other responsibilities outside Oak Hill. If you find at any point during your studies that you are struggling with workload or with maintaining a healthy work-life balance, then please do speak to your personal tutor (or the designated tutor for part-time students): developing sustainable work patterns is an important skill for ministry and help is always available.

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 on each programme page within the website (e.g., at <https://www.oakhill.ac.uk/certificate-of-higher-education-theology/overview>) and on Acorn under *Acorn-Study/Policies-Forms/Policies-Forms*. 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	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+: At least 100 credits must be at Level 4 and 100 at Level 5; at least 120 credits must be at Level 6+ and at least 120 must be 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	Level 7	2 years full time	4 years full time	240 credits at Level 6+: this must include at least 120 credits at Level 7
		MTheol Years 3 and 4 may only be taken full time		

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) ⁵	2 years (Pathway A) or 4 years including two summer periods (Pathway B) ⁴	60 credits at Level 7
Postgraduate Diploma (PGDip) Theology	Level 7	1 year full time or 2 years part time ⁶	24 months full time or 48 months part time ⁶	120 credits at Level 7
Master of Arts (MA) Theology	Level 7	12 months full time or 22-24 months part time ⁶	24 months full time or 48 months part time ⁶	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

⁵ 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.

⁶ 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 15, 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 (<https://www.oakhill.ac.uk/>) and on Acorn (under *Acorn-Study/Programmes-Info/Programme-Specifications-Curriculum-Maps*).

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, undergraduate students (including students on the MTheol Theology) may be allowed to vary this by up to +/- 20 credits a 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 2022-23*.

Summer Intensive Periods

Each year, the College aims to offer some of the option modules at Levels 4, 5 and 6 through a rolling programme of Summer Intensives. Modules are not available in intensive format at Level 7.

During any 12-month period, an option 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.

With the exception of students on the full-time CertHE, as noted above, undergraduate students (including students on the MTheol Theology) 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 or finalist 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 ^{1,2}			None
7	4	100-140 cps at L4, L5, L6 or L7 ²			None

¹ Level 7 may be studied only by agreement with the College

² Level 7 modules are not available in intensive format and so may only be studied during Semesters 1 and 2

Part-Time Mode Undergraduate Students

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

¹ 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.

² Level 7 may be studied only by agreement with the College

³ Level 7 modules are not available in intensive format and so may only be studied during Semesters 1 and 2

Auditing

In addition, students are permitted to audit individual modules (i.e., to study, but *not* for credit) alongside the compulsory and option modules they are studying for credit as part of their award.

For undergraduate students (including students on the MTheol Theology), 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 tables on p.15 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 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 option 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 Theology are as follows:

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

Please Note: Option modules are offered subject to viability (based on class size) and not all of the option modules listed in the Programme Specification will be available each year. The lists in Tables B1 and B2 below comprise the option modules which are currently scheduled to run during 2022-23. The most up to date information can always be found in the Module Offerings, which are published on Acorn under *Acorn-Study/Programmes-Info/Module-Offerings*.

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 ⁷	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 Option Modules (Tables B1 and/or B2)</i>	<i>20 credits</i>

Tables B1 and B2

B1	In addition, ALL students may take the following option 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) option 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 ⁸	20 credits
	BL2.2 Introduction to Biblical Hebrew	20 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
	DM2.7 A Theology of the Digital & Digital Ministries	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 2022-23, these modules will be arranged as follows across the academic year:

⁷ Exemption may be granted in exceptional circumstances: see the Biblical Languages section on pp.34-35.

⁸ 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 registered students).

	Semester 1	Semester 2
Compulsory Modules (A)	BDM1.1 Scripture for Theology & Ministry	DC1.7 Worldview, Anthropology & Culture
	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
		DC1.2 Doctrine I
	MP1.7 Weekly Church Placement I	

	Semester 1	Semester 2
Option 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]	DM2.4 Islam [L5]
	DM2.2 Engagement with Cross-Cultural Mission [L5]	DM2.5 Place & Season, Others & Self [L5] DM2.7 A Theology of the Digital [L5]
	DM2.3 Introduction to World Church [L5]	MP2.5 Cross-Cultural Outreach for Church-Based Ministry [L5]
	MP2.8 Ministry/Mission Experience Placement [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 option modules for you to complete your programme; however, other option modules 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 options in a given year. As noted on p.14 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.

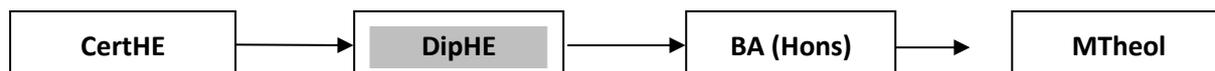
In addition, please note that there may be other aspects of your studies and College life which cannot be timetabled for a Monday or Tuesday which you are required to attend e.g., exams and safeguarding training. Non-compulsory activities such as Learning Skills sessions and Communication Workshops may 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 you can attend these activities.

The academic year 2022-23 will be Year A, meaning that part-time students entering in 2022-23 will take the following modules in their first year:

	Year A Cohort: 2022-23
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: Option modules worth 10 credits</i>
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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 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 option modules 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.16-18 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 option modules.

Please Note:

- Option modules are offered subject to viability (based on class size) and not all of the option modules listed in the Programme Specification will be available each year. The lists in Tables B1, B2 and B3 below comprise the option modules which are currently scheduled to run during 2022-23. The most up to date information can always be found in the Module Offerings, which are published on Acorn under *Acorn-Study/Programmes-Info/Module-Offerings*.
- No option module may be studied for credit twice, i.e., a student may not take an option 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 DipHE, BA (Hons) and Master's 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 Option Modules (Tables B1, B2 and/or B3)</i>	<i>40 credits</i>

Tables B1, B2 and B3

B1	In addition, ALL students may take the following option 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 option modules at Level 5:	
	Module Code & Title	Credit Weighting
	BL2.1 Intermediate New Testament Greek ⁹	20 credits
	BL2.2 Introduction to Biblical Hebrew	20 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
	DM2.7 A Theology of the Digital & Digital Ministries	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) option 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 (English and Hebrew)	20 credits
	BL4.7 The Psalms (English and Hebrew)	20 credits
	BL4.9 John's Gospel & the Johannine Epistles	20 credits
	DC4.4 A Religious Genealogy of Modern Britain	10 credits
	DC4.6 English Puritanism	10 credits
	DM4.2 Cross-Cultural Mission Placement	20 credits
	DM4.3 Global Theology & Practice	20 credits
	MP4.3 Advanced Christian Leadership	20 credits

In 2022-23, these modules will be arranged as follows across the academic year:

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 registered students).

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

	Semester 1	Semester 2
Option Modules (B1, B2 and B3) <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]	DM2.4 Islam [L5]
	DM2.2 Engagement with Cross-Cultural Mission [L5]	DM2.5 Place & Season, Others & Self [L5] DM2.7 A Theology of the Digital [L5]
	DM2.3 Introduction to World Church [L5]	MP2.5 Cross-Cultural Outreach for Church-Based Ministry [L5]
	MP2.8 Ministry/Mission Experience Placement [L5]	MP2.8 Ministry/Mission Experience Placement [L5]
	BL4.2 Reading Biblical Hebrew [L6]	
	BD4.2 Justification [L6]	BL4.3 Advanced Biblical Hebrew Reading [L6]
	BL4.1 General Epistles [L6]	BL4.7 The Psalms [L6]
	DC4.6 English Puritanism [L6]	BL4.9 John's Gospel & Johannine Epistles [L6]
	DM4.2 Cross-Cultural Mission Placement [L6]	DC4.4 Religious Genealogy of Modern Britain [L6]
	MP4.3 Advanced Christian Leadership [L6]	DM4.3 Global Theology & Practice [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]	
	BL4.4 Wisdom Literature [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 option modules for you to complete your programme; however, other option modules 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 options in a given year. As noted on p.14 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 Learning 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 you can attend these activities.

The academic year 2022-23 will be Year A, meaning that part-time students entering the DipHE part of their programme in 2022-23 will take the following modules:

Year A Cohort: 2022-23	
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: Option modules worth 20 credits</i>

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 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 option modules 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 (Level 7) Enhanced BA-Level option module 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 15 or 30 credits (rather than 10 or 20 credits).

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.16-18 and pp.19-21 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 option modules at Levels 6 and 7.

Please Note:

- Option modules are offered subject to viability (based on class size) and not all of the option modules listed in the Programme Specification will be available each year. The lists in Tables B1 and B2 below comprise the option modules which are currently scheduled to run during 2022-23. The most up to date information can always be found in the Module Offerings, which are published on Acorn under *Acorn-Study/Programmes-Info/Module-Offerings*.

- No option module may be studied for credit twice, i.e., a student may not take an option 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, as well as the modules which have variants offered at both BA (Hons) and Master's 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 Option Modules (Tables B1 and/or B2)</i>	<i>60 credits</i>

Tables B1 and B2

B1	In addition, ALL students may take the following option 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 (English or Hebrew)	20 credits
	BL4.7 The Psalms (English or Hebrew)	20 credits
	BL4.9 John's Gospel & the Johannine Epistles	20 credits
	DC4.4 A Religious Genealogy of Modern Britain	10 credits
	DC4.6 English Puritanism	10 credits
	DM4.2 Cross-Cultural Mission Placement	20 credits
	DM4.3 Global Theology & Practice	20 credits
	MP4.3 Advanced Christian Leadership	20 credits
	RD4.1 Short Dissertation	20 credits
	RD4.2 Short Project	20 credits
RD4.5 Guided Reading: Heppe, <i>Reformed Dogmatics</i>	20 credits	

B2₁₀	By permission only, students may take <u>one</u> (Level 7) enhanced BA-Level option module <i>in lieu of</i> the equivalent module at BA Level (Level 6):	
	Module Code & Title	Credit Weighting
	BD5.2 Justification	30 credits
	BL5.1 General Epistles (Greek)	30 credits
	BL5.3 Advanced Biblical Hebrew Reading	30 credits

¹⁰ Please Note: BL5.4 (Wisdom Literature) will not be available to BA (Hons)-Level students in 2022-23, as Level 7 modules are not available in summer intensive format; MP5.3 (Advanced Christian Leadership) will be available in standard format in Semester 1, but only MP4.3 (the BA version) will be available during the summer intensive period. BL4.2 (Reading Biblical Hebrew) and DM4.2 (Cross-Cultural Mission Placement) do not have Level 7 equivalents.

BL5.7 The Psalms (English or Hebrew)	30 credits
DC5.4 A Religious Genealogy of Modern Britain	15 credits
DC5.6 English Puritanism	15 credits
DM5.3 Global Theology & Practice	30 credits
MP5.3 Advanced Christian Leadership	30 credits

In 2022-23, 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
Option Modules (B1 and B2) <i>Subject to viability of class size</i>	BL4.2 Reading Biblical Hebrew [L6]	
	BD4.2 Justification [L6]	BL4.3 Advanced Biblical Hebrew Reading [L6]
	BL4.1 General Epistles [L6]	BL4.7 The Psalms [L6]
	DC4.6 English Puritanism [L6]	BL4.9 John's Gospel & Johannine Epistles [L6]
	DM4.2 Cross-Cultural Mission Placement [L6]	DC4.4 A Religious Genealogy of Modern Britain [L6]
	MP4.3 Advanced Christian Leadership [L6]	DM4.3 Global Theology & Practice [L6]
	RD4.1 Short Dissertation [L6] (S1 or S2)	RD4.1 Short Dissertation [L6] (S1 or S2)
	RD4.2 Short Project [L6] (S1 or S2)	RD4.2 Short Project [L6] (S1 or S2)
		RD4.5 Guided Reading: Heppe [L6]
	With permission: <i>one</i> [L7] Enhanced BA-Level option module from the selection available:	
	BD5.2 Justification [L7]	BL5.3 Advanced Biblical Hebrew Reading [L7]
	BL5.1 General Epistles [L7]	BL5.7 The Psalms [L7]
	DC5.6 English Puritanism [L7]	DC5.4 A Religious Genealogy of Modern Britain [L7]
	MP5.3 Advanced Christian Leadership [L7]	DM5.3 Global Theology & Practice [L7]
	Summer Intensives	
	BL4.4 Wisdom Literature [L6]	
	MP4.3 Advanced Christian Leadership [L6]	

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

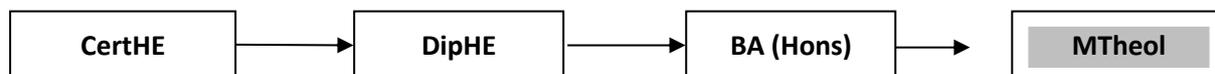
You will work through your compulsory modules in two halves (Year A and Year B). Each year, the College will endeavour to ensure that the required compulsory modules for the relevant half are offered on a Monday or Tuesday; however, at BA (Hons) Level, students will need to come into College on other days of the week in order to take their option modules: timetabling constraints mean that it will not be possible to fit all BA (Hons)-level option modules onto a Monday and Tuesday, as well as option modules for the CertHE and DipHE levels of study. As noted on p.14 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 Learning 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 you can attend these activities.

The academic year 2022-23 will be Year A, meaning that part-time students entering the BA (Hons) part of their programme in 2022-23 will take the following modules in their first year:

Year A Cohort: 2022-23	
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 option modules</i>

4. Master in Theology (MTheol) Theology



The MTheol is a four-year (when full time) integrated undergraduate Master's degree of 480 credits: the normal length of time a full-time student spends on the MTheol Theology is four academic years of two semesters each; the award may also be studied on a part-time basis, normally over six academic years (Years 3 and 4 of the MTheol can only be studied full-time). Students will be awarded an MTheol once they have attained a Pass grade or better in modules worth at least 480 credits at Level 4+, including all compulsory modules. At least 100 of these 480 credits must be at Level 4, at least 100 must be at Level 5, at least 120 must be at Level 6+ and at least 120 must be at Level 7.

The first two years of the MTheol are, in effect, the DipHE Theology. The third year is largely the same as the BA (Hons) Theology except that students are required to offer a short 20-credit dissertation (RD4.1) in their BA Year (this is an option module for all other BA (Hons) Theology students). In their BA Year, students may seek permission to take one (Level 7) Enhanced BA-Level option module 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 15 or 30 credits (rather than 10 or 20 credits) and will be available subject to timetabling constraints and the successful completion of relevant pre-requisites. The fourth year of the programme comprises a 60-credit dissertation package, made up *either* of a 60-credit Long Dissertation (RD6.4) *or* a 30-credit Short Dissertation (RD6.1) *and* a 30-credit Short Project (RD6.2); students also take a further 60-credits' worth of taught option modules, at least 30 credits of which must be at the Specialist Master's Level (6.x). Across the third and fourth years, MTheol students are expected (although not formally required) to participate in Postgraduate Research Seminars, which expose them to a broad range of ideas and help inculcate critical thinking skills.

There are specific progression requirements at each stage of the MTheol, as follows:

Levels 4 and 5 (Years 1 and 2) – DipHE Theology
Progression Requirements Students must obtain an average of a 2.1 (B+ on the DipHE scale) over all modules taken for credit at Levels 4 and 5 in order to progress into the third year of the MTheol programme (see the <i>Regulations &</i>

<p><i>Procedures Handbook</i> 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.</p>
<p>Level 6 (Year 3) – BA (Hons) Theology</p>
<p>Progression Requirements To progress into Year 4, students must obtain an average grade of at least 8 over all taught modules taken at Level 6 (or higher). Students must also complete a short dissertation (RD4.1) for which they must obtain a grade of 8 or better. 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. Across the third and fourth years, MTheol students are expected (although not formally required) to participate in regular Postgraduate Research Seminars (which are non-credit bearing).</p>
<p>Level 7 (Year 4) – MTheol Theology</p>
<p>Progression Requirements 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. Again, across the third and fourth years, MTheol students are expected (although not formally required) to participate in regular Postgraduate Research Seminars (which are non-credit bearing).</p>

In 2022-23, the following Specialist Master’s and Enhanced BA (Hons) modules will be available. All are worth 15 or 30 credits each, apart from RD6.4 (Long Dissertation), which is worth 60 credits:

Please Note:

- Option modules are offered subject to viability (based on class size) and not all of the option modules listed in the Programme Specification will be available each year. The lists below comprise the option modules which are currently scheduled to run during 2022-23. The most up to date information can always be found in the Module Offerings, which are published on Acorn under *Acorn-Study/ Programmes-Info/Module-Offerings*.
- No option module may be studied for credit twice, i.e., a student may not take an option 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, as well as the modules which have variants offered at both BA (Hons) and Master’s Level.

Enhanced BA (Hons)-Level Modules	Specialist Master’s-Level Modules
BD5.2 Justification	BD6.2 Theology in the Old Testament & Today
BL5.1 General Epistles (Greek)	BD6.4 Hermeneutics & Epistemology
BL5.3 Advanced Biblical Hebrew Reading	BL6.8 The Theology of the Book of Acts
BL5.7 The Psalms (English or Hebrew)	DC6.4 Doctrine of Creation
DC5.4 A Religious Genealogy of Modern Britain	MP6.4 Issues in Pastoral Counselling
DC5.6 English Puritanism	RD6.1 Master's-Level Short Dissertation
DM5.3 Global Theology & Practice	RD6.2 Master's-Level Short Project
MP5.3 Advanced Christian Leadership	RD6.4 Master's-Level Long Dissertation
	RD6.5 Master’s-Level Guided Reading
	RD6.6 M-Level Guided Reading in a Biblical Language

Please note that it is not possible to take the same module twice: as such, a student may not take RD6.6 twice to cover more than one biblical language (e.g., Hebrew and Greek) and may not undertake two RD6.5 Guided Reading Projects, even if they cover different subject areas.

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.35-36 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 Learning Hub (accessed via Acorn). New students are given access to the Learning Hub 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 15, 30 or 60 credit points at Master's Level (Level 7).

Postgraduate modules are divided into four subject areas (Biblical Studies & Languages, Doctrine, History & Culture, Practical & Pastoral Ministry and Reading Projects & Dissertations). 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, BL5.1 or BD6.4). Those with the code 5.x are termed 'Enhanced BA (Hons)-Level Modules': some classes may be shared with BA (Hons)-Level students, but with appropriate additional extension work (e.g., extra class hours, more demanding set reading/assessments etc.). 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.

Auditing

Postgraduate students may audit at no extra charge up to two additional modules, regardless of credit rating or level, over the duration of their programme, i.e., this would normally mean two modules in one year for full-time students and one module per year for part-time students. Any modules taken for audit above the limit of two will be charged at the internal auditing rate (details available from the Admissions Office). For postgraduate students, auditing modules is subject to the approval of their Personal Tutor or the Director of Postgraduate Studies, as appropriate.

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.

Throughout their programme, PGCert students are expected (although not formally required) to attend regular Postgraduate Research Seminars (non-credit bearing): these will normally take place monthly on a weekday evening, and the details will be announced at the start of the academic year.

To be awarded a PGCert, students must take the following modules. Please note that option modules are offered subject to viability (based on class size) and that not all of the option modules listed in the Programme Specification are available every year. Table B lists the option modules which are currently scheduled to run in 2022-23. The most up to date information can always be found in the Module Offerings, which are published on Acorn under *Acorn-Study/Programmes-Info/Module-Offerings*.

Table A

A	Compulsory Elements:	
	Module Code & Title	Credit Weighting
	BD6.4 Hermeneutics, Epistemology & the Knowledge of God	30 credits

Table B

B	In addition to A, PGCert students may take <i>one</i> of the following option modules:	
	Module Code & Title	Credit Weighting
	BD6.2 Theology in the Old Testament & Today	30 credits
	BL6.8 The Theology of the Book of Acts	30 credits
	DC6.4 Doctrine of Creation	30 credits
	MP6.4 Issues in Pastoral Counselling	30 credits
	RD6.3 Independent Research Project	30 credits
	RD6.5 Guided Reading Project	30 credits
	RD6.6 Guided Reading in a Biblical Language	30 credits

2. Postgraduate Diploma (PGDip) Theology



The PGDip is a postgraduate qualification of 120 credits at Level 7 which may be completed either full-time or part-time. 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; the taught modules will normally be studied equally across the four semesters (i.e., 60 credits' worth in each academic year).

Of the 120 credits studied, at least 30 credits must be derived from the selection of taught Specialist Master's-Level modules offered each year, coded 6.x; this will be in addition to the compulsory module BD6.4 (Hermeneutics, Epistemology & the Knowledge of God).

Throughout their programme, PGDip students are expected (although not formally required) to attend regular Postgraduate Research Seminars (non-credit bearing): these will normally take place monthly on a weekday evening, and the details will be announced at the start of the academic year.

To be awarded a PGDip, students must take the following modules. Please note that option modules are offered subject to viability (based on class size) and that not all of the option modules listed in the Programme Specification are available every year. Table B lists the option modules which are currently scheduled to run in 2022-23. The most up to date information can always be found in the Module Offerings, which are published on Acorn under *Acorn-Study/Programmes-Info/Module-Offerings*.

Table A:

A	Compulsory Elements:	
	Module Code & Title	Credit Weighting
	BD6.4 Hermeneutics, Epistemology & the Knowledge of God	30 credits

Table B

B	In addition to A, PGDip students must select option modules worth at least 90 credits from the list below; at least 30 credits must be derived from taught Specialist Master's-Level modules (coded 6.x):	
	Module Code & Title	Credit Weighting
	BDM5.1 Pastoral Epistles	30 credits
	BD5.2 Justification	30 credits
	BD6.2 Theology in the Old Testament & Today	30 credits
	BL5.1 General Epistles (Greek)	30 credits
	BL5.3 Advanced Biblical Hebrew Reading	30 credits
	BL5.7 The Psalms (English or Hebrew)	30 credits
	BL6.8 The Theology of the Book of Acts	30 credits
	DC5.2 Doctrine of God	15 credits
	DC5.4 A Religious Genealogy of Modern Britain	15 credits
	DC5.6 English Puritanism	15 credits
	DC6.4 Doctrine of Creation	30 credits
	DM5.3 Global Theology & Practice	30 credits
	MP5.3 Advanced Christian Leadership	30 credits
	MP6.4 Issues in Pastoral Counselling	30 credits
	RD6.3 Independent Research Project ¹¹	30 credits
	RD6.5 Guided Reading Project	30 credits
	RD6.6 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 RD6.6 twice to cover more than one biblical language (e.g., Hebrew and Greek) and may not undertake two RD6.5 Guided Reading Projects, even if they cover different subject areas.

3. Master of Arts (MA) Theology



The MA is a postgraduate qualification of 180 credits at Level 7, comprising taught modules worth 120 credits in total and a dissertation package worth 60 credits. Of the taught modules, at least 30 credits must be derived from the selection of Specialist Master's-Level modules offered each year, coded 6.x; this will be in addition to the compulsory module BD6.4 (Hermeneutics, Epistemology & the Knowledge of God). 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 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 taught modules will normally be studied equally across the four semesters (i.e., 60 credits' worth in each academic year). Dissertation work takes place across the full registration period, including intensive work over the summer; for 22-month students, the final dissertation must be

¹¹ RD6.3, if taken, would not count as the Specialist Master's-Level Module because it is not a 'taught' module.

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.

Throughout their programme, MA students are expected (although not formally required) to attend regular Postgraduate Research Seminars (non-credit bearing): these will normally take place monthly on a weekday evening, and the details will be announced at the start of the academic year.

To be awarded an MA, students must take the following modules. Please note that option modules are offered subject to viability (based on class size) and that not all of the option modules listed in the Programme Specification are available every year. Table B lists the option modules which are currently scheduled to run in 2022-23. The most up to date information can always be found in the Module Offerings, which are published on Acorn under *Acorn-Study/Programmes-Info/Module-Offerings*.

Table A

A	Compulsory Elements:	
	Module Code & Title	Credit Weighting
	BD6.4 Hermeneutics, Epistemology & the Knowledge of God	30 credits
	<i>Either</i> RD6.4 Long Dissertation <i>Or</i> RD6.1 Short Dissertation <i>and</i> RD6.2 Short Project	60 credits 30 credits each

Table B

B	In addition to A, MA students must select option modules worth at least 90 credits from the list below; at least 30 credits must be derived from taught Specialist Master's-Level modules (coded 6.x):	
	Module Code & Title	Credit Weighting
	BD5.2 Justification	30 credits
	BDM5.1 Pastoral Epistles	30 credits
	BD6.2 Theology in the Old Testament & Today	30 credits
	BL5.1 General Epistles (Greek)	30 credits
	BL5.3 Advanced Biblical Hebrew Reading	30 credits
	BL5.7 The Psalms (English or Hebrew)	30 credits
	BL6.8 The Theology of the Book of Acts	30 credits
	DC5.2 Doctrine of God	15 credits
	DC5.4 A Religious Genealogy of Modern Britain	15 credits
	DC5.6 English Puritanism	15 credits
	DC6.4 Doctrine of Creation	30 credits
	DM5.3 Global Theology & Practice	30 credits
	MP5.3 Advanced Christian Leadership	30 credits
	MP6.4 Issues in Pastoral Counselling	30 credits
	RD6.5 Guided Reading Project	30 credits
RD6.6 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 RD6.6 twice to cover more than one biblical language (e.g., Hebrew and Greek) and may not undertake two RD6.5 Guided Reading Projects, even if they cover different subject areas.

4. 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, RD6.3 (Independent Research Project) is not available for MA students. As such, if a student has taken RD6.3 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 RD6.3 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 RD6.3 will not be required.

Conversely, an MA Theology student who passes 120 credits' worth of taught modules, including the core module BD6.4 and at least one other 6.x Specialist Master's-Level module, but not the MA dissertation/project package, may be awarded the PGDip as an exit qualification. Similarly, a PGDip or MA student who passes taught Specialist Master's-Level (6.x) modules worth 60 credits in total, 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.

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. 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: 120 credits at Level 7 taken across two academic years	The MA part time: 120 credits of taught Level 7 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 either year or in the summer break between the two years (0 credits) 	
3	Option modules (100 credits) to take the total number of credits over two years to 240. These may be at any level (from Level 4 to 7).	Option modules (40 credits) to take the total number of credits over two years to 240. These may be at any level (from Level 4 to 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.35-36 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 Acorn. New students are given access to Acorn 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) worth 20 credits at Level 4 (CertHE Level) must be taken in order to meet the overall requirement to achieve at least 100 credits at Level 4. 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. Students with specific learning difficulties are still very welcome to take BL1.1, at their own discretion; however, if they do decide to take the module, and to study it 'for credit', then the exemption without credit for BL1.1 will not be awarded.
- 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 semester) 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 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 rules for option modules, 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 option modules.

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, e.g., whether they are Independent or Anglican, 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 placement in all four years. However, the placement will normally be in 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 with suitable experience also have the opportunity to complete a further cross-cultural placement, 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) or MTheol 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.73-74 and pp.86-90 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 2022-23*.

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 and projects which involve human subjects (e.g., which are based on interviews or questionnaires, involve interaction with children or other members of the public, or involve the handling or processing of (sensitive) personal data). Students whose research will require ethical clearance will need to submit an application to the Research Ethics Committee by one of three 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 and normally 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 (sensitive) personal data, ethical review will also be required prior to the student's departure (i.e., during the preceding academic year, normally during Semester 2) 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, Anglican Ministry and A Theology of the Digital; he also provides particular support for Anglican students and part-time students (Email: johnnyj@oakhill.ac.uk).

Vice-Principals:

Dr David Shaw serves as **Vice-Principal** alongside Matthew Sleeman and is a member of the College's Leadership Team. He teaches in the areas of Biblical Studies (New Testament) and Greek, and his modules include Biblical Studies III (Biblical Theology); Biblical Studies IV (Canonical Exegesis); Pauline Theology; and Pastoral Epistles (Email: davids@oakhill.ac.uk).

Revd Dr Matthew Sleeman also serves as **Vice-Principal** alongside David Shaw and is a member of the College's Leadership Team. He also teaches in the areas of Biblical Studies (New Testament) and Greek, and his modules include Biblical Studies II (New Testament); Place & Season, Others & Self; General Epistles; and the Theology of the Book of Acts (Email: matthews@oakhill.ac.uk).

Teaching Staff:

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, Pastoral Ministry and Pastoral Epistles (Email: grahamb@oakhill.ac.uk).

Dr Matthew Bingham is the **Director of Postgraduate Studies**. He teaches Systematic Theology and Church History, including a range of modules in Church History (such as Church History I and II; A Religious Genealogy of Modern Britain; and English Puritanism); Justification; and BA (Hons)-Level Guided Reading (Heppe's *Reformed Dogmatics*) (Email: matthewb@oakhill.ac.uk).

Dr Alden McCray also teaches in the areas of Systematic Theology and Church History, including modules on Worldview, Anthropology & Culture; Evangelical Public Theology for Mission; Reading Calvin's *Institutes*; Doctrine of Creation; Doctrine of God; and Hermeneutics, Epistemology & the Knowledge of God. He serves as the **College Chaplain**, and also has a role in developing and delivering the College's learning skills programme (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 & the Knowledge of God. She is also the College Safeguarding Officer and has a role in pastoral support for female students (Email: kristim@oakhill.ac.uk).

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, as Designated Safeguarding Lead, works with the College

Safeguarding Officer to support and develop safeguarding procedures and supply safeguarding training (Email: andrewn@oakhill.ac.uk).

Dr Eric Ortlund is the **Dissertations Co-ordinator**. He teaches various modules in the Old Testament and Hebrew, including Advanced Biblical Hebrew Reading; the Psalms; and Master's-Level Guided Reading in a Biblical Language (Email: erico@oakhill.ac.uk). Eric will be on study leave during Semester 1 of 2022-23.

Dr Sydney Tooth teaches in the areas of New Testament and Greek, specifically Introduction to New Testament Greek; Intermediate New Testament Greek; Biblical Studies II (New Testament); John's Gospel & the Johannine Epistles; and General Epistles (Email: sydneyt@oakhill.ac.uk).

Revd Dr Tim Ward teaches a number of modules including Scripture for Theology & Ministry; Word Ministry I and II; and Hermeneutics, Epistemology & the Knowledge of God; he also provides feedback to students who are preaching in chapel (Email: timw@oakhill.ac.uk). Tim will be on study leave during Semester 2 of 2022-23.

2. Visiting Lecturers

The College welcomes a number of **Visiting Lecturers** each year to teach in particular disciplines. For 2022-23, this will include **Dr Chris Ansberry** (Wisdom Literature); **Robin Barfield** (Children's, Youth & Family Ministry); **Revd Chris Edwards** (New Testament Greek); **Thomas Elms** (Biblical Studies I (Old Testament); Introduction to Biblical Hebrew); **Dr Keith Ferdinando** (Global Theology & Practice); **Revd Andy Meeson** (Biblical Studies IV (Canonical Exegesis)); **Revd Ray Porter** (Introduction to the World Church); **Dr Aaron Prelock** (Doctrine II); **Robert Scott** (Islam); **Revd Dr Thomas Renz** (Reading Biblical Hebrew; Theology in the Old Testament & Today); **Dr Karen Sleeman** (Issues in Pastoral Counselling); and **Revd Dave Walker** (Anglican Ministry).

Brief Module Information for CertHE level (FHEQ Level 4)

The information presented below is correct at the time of publication (June 2022). 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 informed of all changes which affect them.

The following is a list of the CertHE (Level 4) modules which will be available in 2022-23, together with threshold learning outcomes; a brief description of the learning, teaching and assessment strategy; an outline of the assessment package; the credit weighting;¹² and any programme restrictions. The modules are listed in alphabetical order. For more information about which modules are compulsory and which are option modules, as well as about further DipHE-level option modules which may be taken during the CertHE year, please see pp.16-18.

BDM1.1: Scripture for Theology & Ministry

Module Leaders: Tim Ward, Others

Credit Weighting: 20 credits

Available: 2022-23

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%, TLOs 2, 4); Project (40%, TLOs 1, 3)

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

¹² 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, Sydney Tooth

Credit Weighting: 20 credits

Available: 2022-23

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%, TLOs 1, 2); Unseen Exam (60%, TLOs 1, 2, 3)

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

BL1.4: Biblical Studies I (Old Testament)

Module Leaders: Thomas Elms

Credit Weighting: 10 credits

Available: 2022-23

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%, TLOs 1, 2, 3, 4, 5)

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

BL1.8: Biblical Studies II (New Testament)

Module Leaders: Matthew Sleeman, Sydney Tooth

Credit Weighting: 10 credits

Available: 2022-23

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%, TLOs 1, 2, 3, 4, 5)

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

DC1.2: Doctrine I

Module Leader: To Be Confirmed

Credit Weighting: 10 credits

Available: 2022-23

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%, [TLOs 1, 2, 3](#))

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

DC1.3: Philosophical Foundations

Module Leader: Kristi Mair

Credit Weighting: 10 credits

Available: 2022-23

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%, [TLOs 1, 2, 3](#)); Intensive: Essay (100%, [TLOs 1, 2, 3](#))

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

DC1.4: Church History I

Module Leader: Matthew Bingham

Credit Weighting: 10 credits

Available: 2022-23

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 (100%, [TLOs 1, 2, 3, 4](#))

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

DC1.5: Church History II

Module Leader: Matthew Bingham

Credit Weighting: 10 credits

Available: 2022-23

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 (100%, [TLOs 1, 2, 3, 4](#))

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: 2022-23

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%, TLOs 1, 2); Written Assignment 2 (60%, TLOs 1, 2)

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

DC1.7: Worldview, Anthropology & Culture

Module Leader: Alden McCray

Credit Weighting: 10 credits

Available: 2022-23

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%, TLOs 1, 2)

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: 2022-23

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%, TLOs 1, 3); Essay (75%, TLOs 1, 2, 3)

Restrictions: Optional 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 2023

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: Outline of a Practical Ministry Tool (60%, TLO 3); Reflection and Evaluation (40%, TLOs 1, 2)

Restrictions: Optional 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: 2022-23

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, TLOs 1, 2, 3)

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 (June 2022). 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 informed of all changes which affect them.

The following is a list of the DipHE (Level 5) modules which will be available in 2022-23, together with threshold learning outcomes; a brief description of the learning, teaching and assessment strategy; an outline of the assessment package; the credit weighting;¹³ and any programme restrictions. The modules are listed in alphabetical order. For more information about which modules are compulsory and which are option modules within the DipHE Theology (as well as about further CertHE- and BA (Hons)-level option modules which may be taken during the DipHE year), please see pp.19-21.

BD2.1: Biblical Studies III (Biblical Theology)

Module Leader: David Shaw

Credit Weighting: 10 credits

Available: 2022-23

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%, TLOs 1, 2); Written Application (25%, TLOs 1, 3)

Restrictions: Compulsory for DipHE and BA (Hons) Theology

BD2.2: Biblical Studies IV (Canonical Exegesis)

Module Leaders: David Shaw, Andy Meeson

Credit Weighting: 10 credits

Available: 2022-23

¹³ 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.

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%, TLOs, 1, 2, 3, 4, 5)

Restrictions: Compulsory for DipHE and BA (Hons) Theology

BL2.1: Intermediate New Testament Greek

Module Leaders: Chris Edwards, Sydney Tooth

Credit Weighting: 20 credits

Available: 2022-23

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%, TLO 4); Exegetical Essay (40%, TLOs 1, 3); Unseen Exam (40%, TLOs 1, 2, 4)

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

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

BL2.2: Introduction to Biblical Hebrew

Module Leader: Thomas Elms

Credit Weighting: 20 credits

Available: 2022-23

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 practised, 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%, TLOs 1, 2); Final Exam (60%, TLOs 1, 2, 3)

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

BL2.10: Pauline Theology

Module Leader: David Shaw

Credit Weighting: 10 credits

Available: 2022-23

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%, [TLOs 1, 2, 3](#))

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

BM2.1: Word Ministry I

Module Leader: Tim Ward

Credit Weighting: 10 credits

Available: 2022-23

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 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, Talk or Bible Study (55%, [TLO 2](#)); Outline of Exegesis, Theological Reflection and Structure (45%, [TLOs 1, 3](#))

Restrictions: Compulsory for DipHE and BA (Hons) Theology

DC2.2: Doctrine II

Module Leader: Aaron Prelock

Credit Weighting: 10 credits

Available: 2022-23

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%, [TLOs 1, 2, 3](#))

Pre-Requisites: DC1.2 or equivalent

Restrictions: Compulsory for DipHE and BA (Hons) Theology

DC2.7: Evangelism & Apologetics

Module Leader: Kristi Mair

Credit Weighting: 10 credits

Available: 2022-23

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%, [TLOs 1, 2, 3, 4](#))

Restrictions: Compulsory for DipHE and BA (Hons) Theology

DM2.1: Introduction to Christian Ethics

Module Leader: Kristi Mair

Credit Weighting: 10 credits

Available: 2022-23

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]. Case studies and debates will provide the opportunity for further exploration [TLO 3]. Students will keep a journal throughout the semester, recording reflections on the experience of being in Christ and how this affects life as a Christian in church and the world (c.250-350 words/week, totalling 15-20 hours across the semester [working towards TLO 1]). Formative feedback may be given in various forms. The summative assessment requires students to consider ethical approaches to at least one issue [TLOs, 1, 2, 3].

Assessment: Essay (100%, TLOs 1, 2, 3)

Restrictions: Compulsory for DipHE and BA (Hons) Theology

DM2.2: Engagement with Cross-Cultural Mission

Module Leader: David Baldwin

Credit Weighting: 10 credits

Available: 2022-23

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%, TLOs 1, 2, 3); Written Reflection (70%, TLOs 1, 2, 3)

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

DM2.3: Introduction to the World Church

Module Leader: Ray Porter

Credit Weighting: 10 credits

Available: 2022-23

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%, TLOs 1, 2, 3)

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

DM2.4: Islam

Module Leader: Robert Scott

Credit Weighting: 10 credits

Available: 2022-23

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%, TLOs 1, 2, 3, 4)

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

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

Module Leader: Matthew Sleeman

Credit Weighting: 10 credits

Available: 2022-23

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%, TLOs 1, 2, 3, 4, 5)

Restrictions: Optional 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 and module DM6.5 may not be credited at Master's Level

DM2.7: A Theology of the Digital & Digital Ministries

Module Leader: Johnny Jukes

Credit Weighting: 10 credits

Available: 2022-23

Threshold Learning Outcomes

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

1. Articulate a robust theological understanding of the digital, within some of the conventional *loci* of Christian theology;
2. Bring that theological understanding to bear in locating and critiquing an area or aspect of contemporary digital life;
3. Engage mutually cultural exegesis with theological exegesis in a robust and reflective way.

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

4. Express, critically and cohesively, the pros and cons of deploying digital means within a Christian ministry;
5. Demonstrate an appreciation of cultural aspects that inform our theological and ministerial endeavours.

Learning, Teaching & Assessment Strategy

The module is structured around progressive classes which mix lectured material, discussion times, and small-group seminar-style discussions. Some of these discussions are around set readings, some will be around class material and some will relate to learning activities which will involve both online and offline participation. All of this will build towards the final exam / written assignment [[TLOs 1, 2, 3, 4, 5](#)].

Assessment: Standard: Exam (100%, [TLOs 1, 2, 3, 4, 5](#)); Intensive: Written Assignment (100%, [TLOs 1, 2, 3, 4, 5](#))

Restrictions: Optional for CertHE, DipHE and BA (Hons) Theology; if this module is taken for credit at DipHE Level, then module DM4.7 may not be credited at BA (Hons) Level and module DM6.7 may not be credited at Master's Level

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

Module Leader: Robin Barfield

Credit Weighting: 10 credits

Available: Summer 2023

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%, TLOs 2, 3); Written Event/Curriculum Plan (60%, TLOs 1, 2, 4)

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

MP2.2: Pastoral Ministry I

Module Leaders: Andrew Nicholls

Credit Weighting: 10 credits

Available: 2022-23

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%, TLOs 3, 4, 5); Essay (60%, TLOs 1, 2, 3, 5)

Restrictions: Compulsory for DipHE and BA (Hons) Theology

MP2.3: Anglican Ministry

Module Leader: Dave Walker, Johnny Jukes

Credit Weighting: 10 credits

Available: 2022-23

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%, TLOs 1, 2); Project (60%, TLOs 3, 4)

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: 2022-23

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%, TLOs 1, 2); Project (60%, TLOs 3, 4)

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: 2022-23

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: Cross-Cultural Outreach Project (70%, TLOs 1, 2, 3, 4); Reflective Journal or Blog (30%, TLO 4)

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

MP2.7: Weekly Church Placement II

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

Credit Weighting: *Not applicable*

Available: 2022-23

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, TLOs 1, 2, 3)

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: 2022-23

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, TLOs 1, 2, 3)

Restrictions: Compulsory where specifically requested as part of an individual training pathway (e.g., during a Bishops' Advisory Panel); otherwise, optional 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 (June 2022). 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 informed of all changes which affect them.

The following is a list of the BA Hons (Level 6) modules which will be available in 2022-23, together with threshold learning outcomes; a brief description of the learning, teaching and assessment strategy; an outline of the assessment package; the credit weighting;¹⁴ and any programme restrictions. The modules are listed in alphabetical order. For more information about which modules are compulsory and which are option modules, please see pp.23-24.

BD4.2: Justification

Module Leader: Matthew Bingham

Credit Weighting: 20 credits

Available: 2022-23

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%, TLO 3), Unseen Exam (60%, TLOs 1, 2, 3, 4); Intensive: Book Review (40%, TLO 3), Essay (60%, TLOs 1, 2, 3, 4)

Restrictions: Optional for DipHE and BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module BD5.2 may not be credited at Master's Level

¹⁴ 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.

BDM4.1: Pastoral Epistles

Module Leader: Graham Beynon, David Shaw

Credit Weighting: 20 credits

Available: 2022-23

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%, TLOs 1, 2, 3); Final Project (60%, TLOs 1, 2, 3, 4)

Restrictions: Compulsory for BA (Hons) Theology; where this module is taken for credit at BA (Hons) Level, then module BDM5.1 may not be credited at Master's Level

BL4.1: General Epistles

Module Leaders: Matthew Sleeman, Sydney Tooth

Credit Weighting: 20 credits

Available: 2022-23

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: Bible Content & Vocabulary Tests (20%, TLOs 1, 2); Exegetical-Theological Paper (40%, TLOs 1, 2, 3, 4, 5); Unseen Exam (40%, TLOs 2, 4, 5)

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

Restrictions: Optional for DipHE and BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module BL5.1 may not be credited at Master's Level

BL4.2: Reading Biblical Hebrew

Module Leader: Thomas Renz

Credit Weighting: 20 credits

Available: 2022-23

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 critical editions of the Hebrew Bible, we will devote particular attention to reading and understanding biblical Hebrew prose texts, reinforcing and expanding the student's knowledge of Hebrew vocabulary and grammar, including morphology, semantics, syntax and pragmatics [TLO 1]. Increased facility with biblical Hebrew will develop competence in translating Old Testament texts [TLO 2], and providing a competent exegesis [TLO 3]. Case studies will highlight the significance of lexical and text-critical issues [TLO 3]. Ongoing formative assessment in the form of tests and assignments promotes and embeds student learning in particular in relation to vocabulary and grammar [TLO 1] as well as lexical and text-critical issues [TLO 3]. An exegetical assignment provides students with the opportunity to apply their Hebrew knowledge and skills to the interpretation of an Old Testament text [TLOs 1, 4], showing awareness of text-critical or lexical issues [TLO 3]. Hebrew competence and facility with Biblical Hebrew texts [TLOs 1, 2] is (also) separately assessed under exam conditions.

Assessment: Unseen Exam (50%, TLOs 1, 2); Exegetical Assignment (50%, TLOs 1, 3, 4)

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

Restrictions: Optional for DipHE and BA (Hons) Theology

BL4.3: Advanced Biblical Hebrew Reading

Module Leader: Eric Ortlund

Credit Weighting: 20 credits

Available: 2022-23

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%, TLO 1); Exegetical Essay (40%, TLOs 1, 2); Unseen Exam (40%, TLOs 1, 2)

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

Restrictions: Optional for DipHE and BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module BL5.3 may not be credited at Master's Level

BL4.4: Wisdom Literature

Module Leader: Chris Ansberry

Credit Weighting: 20 credits

Available: Summer 2023

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. Skillfully 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%, TLOs 1, 2, 3, 4, 5), Unseen Exam (60%, TLOs 1, 2, 3); Intensive: Essay (55%, TLOs 1, 2, 3, 4, 5), Text of a Presentation (45%, TLOs 1, 2, 3)

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

Restrictions: Optional for DipHE and BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module BL5.4 may not be credited at Master's level

BL4.7: The Psalms

Module Leader: Eric Ortlund

Credit Weighting: 20 credits

Available: 2022-23

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: Text of a Reflection (Pass/Fail, TLOs 1, 2, 3, 4, 5); Exegetical Notebook (100%, TLOs 1, 2, 3, 4, 5)

Restrictions: Optional for DipHE and BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module BL5.7 may not be credited at Master's level

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

Module Leader: Sydney Tooth

Credit Weighting: 20 credits

Available: 2022-23

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%, TLOs 1, 2, 3); Presentation (20%, TLO 4)

Restrictions: Optional for DipHE and BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module BL5.9 may not be credited at Master's level

BM4.1: Word Ministry II

Module Leader: Tim Ward

Credit Weighting: 10 credits

Available: 2022-23

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 journalling 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%, TLOs 1, 2, 3, 4); Text of a Sermon, Talk or Bible Study (60%, TLO 5)

Restrictions: Compulsory for BA (Hons) Theology; where this module is taken for credit at BA (Hons) Level, then module BM5.1 may not be credited at Master's level

DC4.2: Doctrine of God

Module Leader: Alden McCray

Credit Weighting: 10 credits

Available: 2022-23

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%, TLOs 1, 2, 3, 4)

Restrictions: Compulsory for BA (Hons) Theology; where this module is taken for credit at BA (Hons) Level, then module DC5.2 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: 2022-23

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%, TLOs 1, 2, 3)

Restrictions: Optional for DipHE and BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module DC5.4 may not be credited at Master's level

DC4.6: English Puritanism

Module Leader: Matthew Bingham

Credit Weighting: 10 credits

Available: 2022-23

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%, TLOs 2, 3); Essay (60%, TLO 1)

Restrictions: Optional for DipHE and BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module DC5.6 may not be credited at Master's level

DM4.1: Evangelical Public Theology for Mission

Module Leader: Alden McCray

Credit Weighting: 10 credits

Available: 2022-23

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%, TLOs 1, 2, 3)

Restrictions: Compulsory for BA (Hons) Theology; where this module is taken for credit at BA (Hons) Level, then module DM5.1 may not be credited at Master's level

DM4.2: Cross-Cultural Mission Placement

Module Leader: David Baldwin

Credit Weighting: 20 credits

Available: 2022-23

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].

Please Note: *this module will 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 Module Leader.*

Assessment: Experience Portfolio (Pass/Fail, TLOs 1, 2, 3); Essay (100%, TLOs 1, 2)

Restrictions: Optional for DipHE and BA (Hons) Theology

DM4.3: Global Theology & Practice

Module Leader: Keith Ferdinando

Credit Weighting: 20 credits

Available: 2022-23

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 and Analysis on a Contextual Theologian (45%, TLOs 1, 3); Analysis of a Cross-Cultural Church Establishment (55%, TLO 2)

Restrictions: Optional for DipHE and BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module DM5.3 may not be credited at Master's Level

MP4.2: Pastoral Ministry II

Module Leaders: Andrew Nicholls, Graham Beynon

Credit Weighting: 10 credits

Available: 2022-23

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%, TLOs 1, 2)

Restrictions: Compulsory for BA (Hons) Theology

MP4.3: Advanced Christian Leadership

Module Leader: Johnny Jukes

Credit Weighting: 20 credits

Available: 2022-23, Summer 2023

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 of Christian Leadership (45%, TLOs 1, 2); Practical Leadership Project (55%, TLO 3)

Restrictions: Optional for DipHE and BA (Hons) Theology; if this module is taken for credit at BA (Hons) Level, then module MP5.3 may not be credited at Master's level

Research & Projects

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

Dissertations Coordinator: Matthew Bingham (S1); Eric Ortlund (S2)

Credit Weighting: 20 credits

Available: 2022-23

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, TLOs 1, 2, 3, 4, 5)

Restrictions: Compulsory for MTheol Theology (Year 3); Optional for BA (Hons) Theology

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

Dissertations Coordinator: Matthew Bingham (S1); Eric Ortlund (S2)

Credit Weighting: 20 credits

Available: 2022-23

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, TLOs 1, 2, 3, 4, 5, 6)

Restrictions: Optional for BA (Hons) Theology

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

Module Leader: Dependent on the Topic Offered

Credit Weighting: 20 credits

Available: 2022-23

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, TLOs 1, 2, 3)

Restrictions: Optional for BA (Hons) Theology

Topics for 2022-23

Semester 2 of 2022-23: Heppe, *Reformed Dogmatics* (Matt Bingham)

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

The information presented below is correct at the time of publication (June 2022). 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 informed of all changes which affect them.

The following is a list of the Master's (Level 7) modules which will be available in 2022-23, together with threshold learning outcomes; a brief description of the learning, teaching and assessment strategy; an outline of the assessment package; the credit weighting;¹⁵ 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 option modules 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.25-26 and pp.28-31.

1. Enhanced BA (Hons)-Level Modules

BD5.2: Justification

Module Leaders: Matthew Bingham

Credit Weighting: 30 credits

Available: 2022-23

Threshold Learning Outcomes

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

1. Demonstrate substantial familiarity with, and a sophisticated understanding of, two key biblical texts dealing with the doctrine of justification;
2. 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. Read carefully, explain, analyse, compare and theologically evaluate two significant non-biblical texts relating to the doctrine of justification;
4. Demonstrate a sophisticated understanding of how the doctrine of justification engages various complex contemporary pastoral issues and debates.

Skills: On completion of this module, the successful student will be able 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.

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

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.

and skills required of all TLOs. 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; it also provides an opportunity to reflect pastorally on the application of the doctrine of justification in contemporary ministerial contexts [TLO 4].

Assessment: Review and Comparison of Two Significant Non-Biblical Works on Justification (40%, TLOs 2, 3, 6); Unseen Exam (60%, TLOs 1, 4, 5)

Restrictions: Optional for the PGDip, MA and MTheol Theology; not available for the PGCert Theology. Also optional for the BA (Hons) Theology in place of BD4.2 (by agreement only); may not be taken by students who have previously credited module BD4.2

BDM5.1: Pastoral Epistles

Module Leaders: Graham Beynon, David Shaw

Credit Weighting: 30 credits

Available: 2022-23

Threshold Learning Outcomes

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

1. Demonstrate an advanced and critical knowledge of the Pastoral Epistles;
2. Engage in a critical, coherent and charitable manner with secondary texts, relating them to the Pastoral Epistles and to personal growth for ministry in a manner which demonstrates an advanced understanding of the ideas expressed and the methods adopted.

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

3. Reflect critically on personal spirituality, church life and mission, demonstrating thoughtful and nuanced application of the views encountered through set readings and contemporary scholarship, and a sophisticated understanding of the text of the Pastoral Epistles;
4. Effectively and creatively communicate and apply their reading of set texts to at least one contemporary ministerial situation or context, demonstrating an ability to deal systematically with complex issues and problems;
5. Analyse a theological-pastoral issue or theme with reference to exegesis of a set passage, 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

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 [TLO 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, 4]. Finally, students will write an essay addressing a theological-pastoral issue in the Pastorals [TLOs 1, 2, 3, 5].

Assessment: Weekly Reflective Journal (20%, TLO 3); Final Project: Poster and Presentation Reflection (45%, TLOs 1, 4); Essay (35%, TLOs 1, 2, 3, 5)

Restrictions: Optional for the PGDip and MA Theology. This module may not be taken by students who have previously credited module BDM4.1 and is therefore not available for the MTheol Theology. Also not available for the PGCert Theology

BL5.1: General Epistles

Module Leaders: Matthew Sleeman, Sydney Tooth

Credit Weighting: 30 credits

Available: 2022-23

Threshold Learning Outcomes

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

1. Demonstrate a wide-ranging competence in Greek vocabulary, grammar and syntactical categories, and their use in interpreting Greek New Testament texts;
2. 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.

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

3. Demonstrate that they can give a competent translation and exegesis of passages from the set texts in Greek, showing awareness of Greek grammar and syntax;
4. Demonstrate that they can appraise critically the effects of chosen methodologies on shaping exegetical-theological outcomes;
5. Demonstrate that they can 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, 4, 5], and classes addressing issues of Greek syntax and grammar. Bible content and Greek vocabulary test(s). Final summative exam, based on the set texts [TLOs 1, 3, 4].

Assessment: Exegetical-Theological Paper (60%, TLOs 1, 2, 4, 5); Exam(s) (40%, TLOs 1, 3, 5)

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

Restrictions: Optional for the PGDip, MA and MTheol Theology; not available for the PGCert Theology. Also optional for the BA (Hons) Theology in place of BL4.1 (by agreement only); may not be taken by students who have previously credited module BL4.1

BL5.3: Advanced Biblical Hebrew Reading

Module Leader: Eric Ortlund

Credit Weighting: 30 credits

Available: 2022-23

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able 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 be able 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 final exam will cover both seen and unseen texts [TLOs 1, 2, 4] and students will also produce an exegetical essay which will draw together all of their learning [TLOs 2, 3, 4].

Assessment: Class Participation/Weekly Vocab Tests (20%, TLOs 1, 2, 3); Exegetical Essay (40%, TLOs 2, 3, 4); Exam (40%, TLOs 1, 2, 4)

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

Restrictions: Optional for the PGDip, MA and MTheol Theology; not available for the PGCert Theology. Also optional for the BA (Hons) Theology in place of BL4.3 (by agreement only); may not be taken by students who have previously credited module BL4.3

BL5.7: The Psalms

Module Leader: Eric Ortlund

Credit Weighting: 30 credits

Available: 2022-23

Threshold Learning Outcomes

Knowledge: On completion of this module, the successful student will be able 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 be able 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 on the Psalms [TLOs 2, 3]. The second assessment will be an unseen exam covering the lectures, discussion and seminars [TLOs 1, 2]. For Hebrew students, the assignments will include consideration of linguistic, grammatical and syntactical issues at an advanced level [TLO 4].

Assessment: Exegetical Project (40%, TLOs 2, 3, 4); Final Exam (60%, TLOs 1, 2, 4)

Restrictions: Optional for the PGDip, MA and MTheol Theology; not available for the PGCert Theology. Also optional for the BA (Hons) Theology in place of BL4.7 (by agreement only); may not be taken by students who have previously credited module BL4.7

DC5.2: Doctrine of God

Module Leader: Alden McCray

Credit Weighting: 15 credits

Available: 2022-23

Threshold Learning Outcomes

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

1. Demonstrate advanced and conceptually sophisticated awareness of the interaction between tradition, theology and exegesis in constructing a biblically-grounded doctrine of God;
2. Show a comprehensive and self-critical awareness of the systematic theological implications of classical trinitarian theism and its major variations and alternatives;
3. Demonstrate individual critical thought in evaluating different perspectives upon the doctrine of God, as represented in both historical texts and contemporary scholarship, with mature awareness of the theological assumptions, as well as theological consequence in ethical and pastoral issues and debates.

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

4. Read carefully, analyse in depth and accurately explain a historical primary text;
5. Demonstrate an ability to analyse complex issues involving the doctrine of God and construct well-framed and apt responses;
6. Critically evaluate, with appropriate self-reflection and application, 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, 4], before examining several essential attributes and their practical 'uses' [TLO 5, 6]. Class time will be centred around lectures, with opportunity for small group discussion, whole class discussion of pre-lecture readings and a group presentation. In addition to text-handling skills, theological analysis and constructive dogmatics, the exam will test students' ability to apply specialist knowledge in doxological and pastoral settings [TLOs 1, 2, 4, 6]. The essay will probe their ability to bring contemporary scholarship and traditional historical material into conversation, in light of theological exegesis of the biblical material and exploration of methodologies [TLOs 3, 5].

Assessment: Essay (55%, TLOs 3, 5); Exam (45%, TLOs 1, 2, 4, 6)

Restrictions: Optional for the PGDip and MA Theology. This module may not be taken by students who have previously credited module DC4.2 and is therefore not available for the MTheol Theology. Also not available for the PGCert Theology

DC5.4: A Religious Genealogy of Modern Britain

Module Leader: Matthew Bingham

Credit Weighting: 15 credits

Available: 2022-23

Threshold Learning Outcomes

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

1. Demonstrate an advanced understanding of key historical ideas, movements, and individuals in modern British religious history;

2. Interact at a high level with advanced scholarship relating to the study of modern British religious history;
3. Demonstrate an advanced understanding of how British religious practice and identity has changed during the modern era and how this may impinge upon their own ministerial contexts.

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

4. Draw upon primary and secondary sources to construct and articulate integrative, coherent, well-informed, critically-engaged and sustained arguments;
5. Critically and sensitively apply insights derived from the study of modern British religious history to contemporary ministerial contexts.

Learning, Teaching & Assessment Strategy

The module will be built around interactive lectures and seminar-style discussions of key texts; in comparison with students taking DC4.4, students taking DC5.4 will have an additional class hour in which they will focus on further, more demanding texts appropriate to postgraduate-level study. Formal assessment will be comprised of two components. First, during their third classroom hour, students will have the opportunity to prepare papers from which they will lead seminar discussion of a primary or secondary source text [TLOs 1, 2]. Secondly, students will be asked to write an essay that will 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, 3, 4, 5].

Assessment: Seminar Assignments (40%, TLOs 1, 2); Essay (60%, TLOs 1, 3, 4, 5)

Restrictions: Optional for the PGDip, MA and MTheol Theology; not available for the PGCert Theology. Also optional for the BA (Hons) Theology in place of DC4.4 (by agreement only); may not be taken by students who have previously credited module DC4.4

DC5.6: English Puritanism

Module Leader: Matthew Bingham

Credit Weighting: 15 credits

Available: 2022-23

Threshold Learning Outcomes

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

1. Demonstrate an advanced understanding of some key events, ideas, and personalities that defined English Puritanism as a sixteenth and seventeenth century historical phenomenon;
2. Interact at a high level with advanced historical and theological scholarship relating to the study of English Puritanism.

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

3. Critically engage with early modern English religious texts in their historical and cultural context;
4. Draw upon primary and secondary sources to construct and articulate integrative, coherent, well-informed, critically-engaged and sustained arguments.

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 early modern primary source texts. In comparison with students taking DC4.6, students taking DC5.6 will have an additional class hour in which they will focus on further, more demanding texts appropriate to postgraduate-level study. Assessment will be comprised of two components. First, during their third classroom hour, students will have the opportunity to prepare papers from which they will lead seminar

discussion of a primary or secondary source text [TLOs 2, 3]. Secondly, students will be asked to write a final essay in which they draw upon both primary and secondary sources and demonstrate a sophisticated understanding of some of the key events, ideas, and personalities that defined early modern English Puritanism [TLOs 1, 4].

Assessment: Seminar Assignments (40%, TLOs 2, 3); Essay (60%, TLOs 1, 4)

Restrictions: Optional for the PGDip, MA and MTheol Theology; not available for the PGCert Theology. Also optional for the BA (Hons) Theology in place of DC4.6 (by agreement only); may not be taken by students who have previously credited module DC4.6

DM5.3: Global Theology & Practice

Module Leader: Keith Ferdinando

Credit Weighting: 30 credits

Available: 2022-23

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

4. Demonstrate a sophisticated critical understanding of the nature of the Christian Church in theology and in differing contexts;
5. 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. Demonstrate their preparedness to engage in cross-cultural ministry leading to the establishment of a church cross-culturally.

Learning, Teaching & Assessment Strategy

The course will consider patterns of church in different contexts, 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 theological contributions from Asian, African and Latin American cultures and an opportunity for students to carry out an in-depth analysis of one theologian from a non-Western context [TLOs 1, 3]. The course will consider patterns for establishing churches and developing appropriate theology within specific contexts [TLOs 5, 6].

Assessment: Seminar Paper (25%, TLOs 1, 3); Creedal Statement (35%, TLO 5); Essay (40%, TLOs 2, 4, 6)

Restrictions: Optional for the PGDip, MA and MTheol Theology; not available for the PGCert Theology. Also optional for the BA (Hons) Theology in place of DM4.3 (by agreement only); may not be taken by students who have previously credited module DM4.3

MP5.3: Advanced Christian Leadership

Module Leader: Johnny Jukes

Credit Weighting: 30 credits

Available: 2022-23

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, engaging with alternative models in a manner which demonstrates sensitivity, humility and generosity.

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

1. Prepare an articulate, theologically-informed account of personal leadership in relation to complex church and/or mission contextual challenges, demonstrating a nuanced and sophisticated understanding of some of the practical, theological and missiological issues involved;
2. 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), demonstrating thoughtful engagement with and application of models of leadership drawn from different social, cultural and historical contexts.

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 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 [TLO 3]. Classes are envisaged as face-to-face, with blended elements, but with possible future expansion into online learning activities and delivery.

Assessment: Personal Philosophy of Leadership (45%, TLOs 1, 2); Practical Leadership Project (55%, TLO 3)

Restrictions: Optional for the PGDip, MA and MTheol Theology; not available for the PGCert Theology. Also optional for the BA (Hons) Theology in place of MP4.3 (by agreement only); may not be taken by students who have previously credited module MP4.3

2. Specialist Master's-Level Modules

BD6.2: Theology in the Old Testament and Today

Module Leaders: Thomas Renz

Credit Weighting: 30 credits

Available: 2022-23

Threshold Learning Outcomes

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

1. Evince a sophisticated understanding of major themes in Old Testament theology;
2. Ascertain 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 be able to:

3. Engage in close and critical reading of a set text, and apply such a reading to the scholarly pursuit of Old Testament theology;
4. Discern, describe and critically analyse primary and secondary texts, to discern their methodological assumptions and to evaluate their theological implications, with demonstrable ability to present their own views in engagement with primary texts and with critical scholarship;
5. 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 texts, figures and their contributions to the discipline within different eras. In the light of the history and development of the discipline, we will explore methodological issues within Old Testament theology, different approaches to the task, and the underlying assumptions that fund 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 produce a short assignment focusing on application [TLO 2], and a longer essay that explores Old Testament theology more widely [TLOs 1, 4, 5]. The final exam will provide an opportunity to synthesise, appraise and evaluate the scholarly enterprise that is Old Testament theology [TLOs 3, 4].

Assessment: Assignment (15%, TLO 2); Essay (35%, TLOs 1, 4, 5); Exam (50%, TLOs 3, 4)

Restrictions: Optional for the PGCert, PGDip, MA and MTheol Theology

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

Module Leaders: Kristi Mair, Alden McCray, Tim Ward

Credit Weighting: 30 credits

Available: 2022-23

Threshold Learning Outcomes

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

1. Integrate biblical and other material so as to 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 evaluate 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;
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, 6].

Assessment: Seminar Paper (30%, TLOs 2, 6); Exegesis (30%, TLOs 3, 5, 6); Event and Written Account (40%, TLOs 1, 4, 6)

Restrictions: Compulsory for the MA, PGDip and PGCert Theology; Optional for the MTheol Theology

BL6.8: The Theology of the Book of Acts

Module Leaders: Matthew Sleeman

Credit Weighting: 30 credits

Available: 2022-23

Threshold Learning Outcomes

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

1. Demonstrate an advanced and thorough understanding of parts of Scripture (here, specifically, Acts), their relation to the whole and how to interpret them;
2. Demonstrate 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;
3. Within the scope of the assessment, demonstrate an advanced understanding of how various elements within the study of biblical studies and theology interconnect within Acts, and/or engage with a contemporary ethical and/or pastoral issue.

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

4. Demonstrate an ability critically and reflectively to evaluate advanced scholarship on Acts, assessing views and theories and, where appropriate, proposing critiques and constructing alternatives;
5. Demonstrate an ability to articulate systematic and creative responses to typical issues arising in Christian theology and ministry, and to communicate these responses clearly and appropriately to specialist and non-specialist audiences while making sound judgements, sometimes in the absence of complete data;
6. Demonstrate and 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 [TLOs 1, 2, 3]. This will be supplemented by set readings which will focus on particular loci within Acts scholarship. These readings will acknowledge the kind of diversity and inclusion of voices which Acts itself seeks to include. These will lead to group discussion, fostering TLOs 4, 5 and 6. Coursework essays (leading to student-led class seminar-presentations) will variably facilitate, develop and assess TLOs 2, 3, 4, 5 and 6. Students developing further Greek linguistic skills will receive classes – requiring preparatory work – which will further support TLOs 1 and 4. TLOs 1 and 4 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 2, 3 and 4.

Assessment: Write up of Seminar Paper (25%, TLOs 2, 3, 4, 5, 6); Write up of Seminar Paper (25%, TLOs 2, 3, 4, 5, 6); Exam (50%, TLOs 1, 2, 3, 4)

Restrictions: Optional for the PGCert, PGDip, MA and MTheol Theology

DC6.4: The Doctrine of Creation

Module Leaders: Alden McCray

Credit Weighting: 30 credits

Available: 2022-23

Threshold Learning Outcomes

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

1. Demonstrate sophisticated understanding of key biblical texts dealing with the doctrine of creation;
2. Understand and evaluate with rigour and sophistication, using biblical and other material, exegetical and systematic proposals regarding the doctrine of creation, particularly with regard to their epistemological, theological and pastoral consequences;
3. Demonstrate a sophisticated understanding of how the doctrine of creation engages various complex contemporary pastoral issues and debates.

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

4. Critically analyse texts, discern and draw out their theological and philosophical methodologies and assess their contribution to the doctrine of creation;
5. Critically and reflectively evaluate advanced scholarship within the discipline of systematic theology, engaging arguments and, where appropriate, proposing alternatives;
6. Engage charitably and reflectively with a diverse range of theological proposals and, where appropriate, draw these into dialogue with their own theological tradition.

Learning, Teaching & Assessment Strategy

The module blends lectures and seminar discussions around the close reading of key texts relevant to the doctrine of creation. As the historic shape of the doctrine emerges, we critically engage its exegetical, philosophical, dogmatic, hortatory and pastoral dimensions, developing the skills and knowledge required across the TLOs. Lectures introduce important developments, figures and themes from the history of the doctrine, while close readings foster depth and precision in articulating the interrelated dimensions of the doctrine and its application today in theology and ministry. A book review early in the module develops familiarity with contemporary articulations of the challenges and opportunities facing the doctrine today [TLOs 5, 6]. A subsequent essay requires substantial engagement with the doctrine, using a range of classical, contemporary and biblical materials to articulate an aspect of the doctrine for current recovery with an eye to its pastoral implications [TLOs 1, 2, 3, 4].

Assessment: Book Review (30%, TLOs 5, 6); Essay (70%, TLOs 1, 2, 3, 4)

Restrictions: Optional for the PGCert, PGDip, MA and MTheol Theology

MP6.4: Issues in Pastoral Counselling

Module Leaders: Andrew Nicholls, Karen Sleeman

Credit Weighting: 30 credits

Available: 2022-23

Threshold Learning Outcomes

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

1. Show a comprehensive and systematic understanding of knowledge, and a critical awareness of current problems and/or new insights within the practice of biblically-informed pastoral counselling;

- Evaluate critically, with appropriate supporting reasoning, different approaches to pastoral counselling in a particular situation;
- Articulate the ethical issues facing pastoral counsellors, and demonstrate proactive formulation of solutions, appropriate to a specific issue and/or context.

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

- Manifest an ability to integrate and connect pastoral counselling with at least one other theological discipline in a way which shows the critical benefit to both;
- Show an ability, working from available but partial information, to offer appropriate but flexible and creative best-practice responses and interventions within a hypothetical complex and unpredictable context;
- Demonstrate and evaluate personal reflection in and on practice, conscious of the need for situated, resilient and sustained engagement over time.

Learning, Teaching & Assessment Strategy

A combination of classroom sessions and practical exercises (and/or asynchronous online equivalent modes) will provide structure and reflection to augment and develop reading and engagement with other non-written sources, such as online video and case studies. For each issue addressed within the module, there will be a written assessment [TLOs 1, 2, 4, 5], arising from the provision outlined above. There will also be an integrative self-reflection at the close of the module [TLOs 3, 6], arising from plenary reflection on the module as a whole.

Assessment: Written Assignments (totalling 90%, TLOs 1, 2, 4, 5); Integrative Reflection (10%, TLOs 3, 6)

Restrictions: Optional for the PGCert, PGDip, MA and MTheol Theology

Research & Projects

RD6.1: Master's-Level Short Dissertation

Dissertations Coordinator: Matthew Bingham (S1); Eric Ortlund (S2)

Credit Weighting: 30 credits

Available: 2022-23

Threshold Learning Outcomes

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

- Demonstrate 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;
- Evince critical awareness of current problems and/or new insights at, or informed by, the forefront of the field of study;
- Demonstrate an advanced ability to review evidence, assess views and theories, evaluate methodologies and develop critiques of relevant scholarly methods and proposals.

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

- Produce a significant piece of written work demonstrating comprehensive understanding of the techniques applicable to their own research or advanced scholarship;
- Construct integrative, coherent, well-informed, reflective, sustained theological argument;
- 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]. In some cases, it will also demonstrate the student's understanding of and compliance with the principles of ethical research [TLO 6].

Assessment: Dissertation (100%, max. 7,500 words, TLOs 1, 2, 3, 4, 5, 6)

Restrictions: *Either* RD6.4 (Master's-Level Long Dissertation), *or*, RD6.1 (Master's-Level Short Dissertation) *and* RD6.2 (Master's-Level Short Project) compulsory for MTheol and MA Theology; not available for the PGCert or PGDip Theology

RD6.2: Master's-Level Short Project

Dissertations Coordinator: Matthew Bingham (S1); Eric Ortlund (S2)

Credit Weighting: 30 credits

Available: 2022-23

Threshold Learning Outcomes

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

1. Demonstrate 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. Evince critical awareness of current problems and/or new insights at, or informed by, the forefront of the field of study;
3. Demonstrate an advanced ability to review evidence, assess views and theories, evaluate methodologies and develop critiques of relevant scholarly methods and proposals.

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

4. Produce a significant piece of work/artefact 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;
5. Construct integrative, coherent, well-informed, reflective, sustained theological argument;
6. 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, writing and output 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]. In some cases, it will also demonstrate the student's understanding of and compliance with the principles of ethical research [TLO 6].

Assessment: Project (100%, max. 7,500 words or agreed equivalent, TLOs 1, 2, 3, 4, 5, 6)

Restrictions: *Either* RD6.4 (Master's-Level Long Dissertation), *or*, RD6.1 (Master's-Level Short Dissertation) *and* RD6.2 (Master's-Level Short Project) compulsory for MTheol and MA Theology; not available for the PGCert or PGDip Theology

RD6.3: Independent Research Project

Dissertations Coordinator: Matthew Bingham (S1); Eric Ortlund (S2)

Credit Weighting: 30 credits

Available: 2022-23

Threshold Learning Outcomes

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

1. Demonstrate 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. Evince critical awareness of current problems and/or new insights at, or informed by, the forefront of the field of study;
3. Demonstrate an advanced ability to review evidence, assess views and theories, evaluate methodologies and develop critiques of relevant scholarly methods and proposals.

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

4. 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;
5. Construct integrative, coherent, well-informed, reflective, sustained theological argument;
6. 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]. In some cases, it will also demonstrate the student's understanding of and compliance with the principles of ethical research [TLOs 6].

Assessment: Dissertation or Project (100%, max. 7,500 words, TLOs 1, 2, 3, 4, 5, 6)

Restrictions: Optional for PGDip and PGCert only; not available for MTheol or MA Theology

RD6.4: Master's-Level Long Dissertation

Dissertations Coordinator: Matthew Bingham (S1); Eric Ortlund (S2)

Credit Weighting: 60 credits

Available: 2022-23

Threshold Learning Outcomes

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

1. Demonstrate 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. Evince critical awareness of current problems and/or new insights at, or informed by, the forefront of the field of study;
3. Demonstrate an advanced ability to review evidence, assess views and theories, evaluate methodologies and develop critiques of relevant scholarly methods and proposals.

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

4. Produce a significant piece of written work demonstrating comprehensive understanding of the techniques applicable to their own research or advanced scholarship;
5. Construct integrative, coherent, well-informed, reflective, sustained theological argument;
6. 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 six 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]. In some cases, it will also demonstrate the student's understanding of and compliance with the principles of ethical research [TLO 6].

Assessment: Dissertation (100%, max. 15,000 words, TLOs 1, 2, 3, 4, 5, 6)

Restrictions: *Either* RD6.4 (Master's-Level Long Dissertation), *or*, RD6.1 (Master's-Level Short Dissertation) *and* RD6.2 (Master's-Level Short Project) compulsory for MTheol and MA Theology; not available for the PGCert or PGDip Theology

RD6.5: Master's-Level Guided Reading

Module Tutor: Dependent on the Topic Offered

Credit Weighting: 30 credits

Available: 2022-23

Threshold Learning Outcomes

Knowledge and Skills: On completion of this module, the successful student will be able 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;
3. Reflect upon the implications for reading at this advanced level in a group, alongside or as well as reading as an individual.

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 topic and set

text(s) being studied. The assessment consists of essays based on the stipulated readings, and 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]. The number of essays (no more than three individual essays) will depend on the topic being studied and the nature of the set text(s).

Assessment: Essays (up to three, no more than 7,500 words total, TLOs 1, 2, 3)

Restrictions: May be taken as a taught optional module for the PGCert, PGDip, MA and MTheol Theology by agreement with the Director of Postgraduate Studies; if a student is also taking RD6.1, RD6.2, RD6.3 or RD6.4, then the study area must be sufficiently different from the dissertation/project topic, as judged by the Faculty

RD6.6: Master's-Level Guided Reading in a Biblical Language

Module Tutor: Dependent on Language Offered

Credit Weighting: 30 credits

Available: 2022-23

Threshold Learning Outcomes

Knowledge and Skills: On completion of this module, the successful student will be able 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%, TLOs 1, 2); Final Exam (70%, TLOs 1, 2, 3)

Restrictions: 'Taught' Optional Module for MTheol, MA, PGDip and PGCert Theology