



STUDENT HANDBOOK
2018/19

Graduate Diploma Programme

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Union School of Theology

Bryntirion House

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Introduction by the Provost of Union School of Theology

Welcome to Union School of Theology (UST)! On behalf of all our staff and students, we want to say how pleased we are that you have joined the family that is UST! We very much hope that you will enjoy your period of study with us. We are delighted that you have chosen to be a student on this programme and pray that your studies will be a time of both academic and spiritual growth. Everyone at UST wants to work with you towards that. Working and worshipping in community is an important part of life and study at UST, whether you study in campus or in one of our learning communities. We are committed to deepen biblical and theological knowledge, and further develop skills for Christian ministry.

UST is a growing community of Christians committed to learn and grow together. It extends from the UK across Europe, and into other parts of the world. This community from different nationalities, backgrounds, denominations, and experiences brings diversity, but also a shared commitment to our values and mission.

This Handbook is designed to provide you with the necessary information you need as you start your studies, both about your programme and about UST more generally. You may well be feeling somewhat overwhelmed by the amount of information you are being given, but it is important that you read everything carefully – and familiarising yourself with the contents of this Student Handbook would be an excellent place to start. It will serve as a vital reference source for the future. You will also find many other relevant documents on the Union Cloud VLE.

Most of the answers you need will be contained here, but please remember that there are friendly, human faces behind all these words of guidance and instruction, and you only have to ask if you are confused or uncertain about anything. UST Faculty combines academic expertise with experience in Christian ministry, both in the UK and cross-culturally. They are here to support you in your learning and your spiritual growth, and provide pastoral support.

Above everything else, our great desire is that, through your relationship with UST, you will grow in your knowledge and love of God, and in your service and usefulness to his Kingdom. This is reflected in our doctrinal basis, available on the UST website: <https://www.ust.ac.uk/about-us/values-doctrine>, and summarised in our four core values, which inform all we seek to do –

Delighting in God

We desire to know, love and enjoy God, so glorifying Him.

Growing in Christ

We long to be more fully alive in the truth, goodness and beauty of Jesus.

Serving the Church

We are a ministry of the Church for the sake of the Church, that she may be fit for Christ.

Blessing the World

We join God's mission to fill the earth with the glory of Jesus as we are led by the Spirit.

Rev. Dr Ian Shaw

Provost, Union School of Theology

Part I: General Information

Union School of Theology Organisational Structure

Union School of Theology is part of the Union Foundation, a charitable foundation which supports theological education, publishing, research and church planting. The Union Board of Trustees works to ensure the fulfilment of the charitable purposes of the School of Theology as set out in the constitution of the Union Foundation, including its doctrinal basis, and overall strategy. The Board of Trustees approves the budget. The President of Union Foundation is Rev Dr Mike Reeves, who also lectures in the School and works to promote Union's work nationally and internationally. The running of UST is delegated to the Provost, Rev Dr Ian Shaw. He works with the Academic Dean and the Pastoral Dean to maintain and develop the work of training students for Christian ministry in a range of contexts.

The Academic Board, which comprises the Provost, teaching faculty, student and external representatives, formulates academic policy and planning, and is the final decision-making body for academic matters within the School. The Academic Board appoints the Board of Examiners, in consultation with the validator. The Quality Assurance Committee monitors the quality of programmes offered, and ensures UST continues to reflect on its practice, with a view to enhancing student experience.

Each programme has its own Programme Committee, which works to support the Provost of the School in the implementation of agreed policies, and monitor the effective delivery and evaluation of teaching and learning. A student representative sits on each Programme Committee. The day-to-day running of individual programmes is the responsibility of the Programme Leader. The Academic Administrative Assistant supports him in this work.

The Graduate Diploma Programme Committee meets regularly to review and monitor the programme, to consider how to improve the teaching and student support, to consider examination and assessment issues, and to evaluate students' reviews of the course. Each year the Programme Committee submits a report to the Academic Board (which then goes to the Validating Body).

The Open University, as the Validating Body, approves the appointment of external examiners who make judgements concerning the overall quality and standards of the course in comparison with other institutions of higher education, and sends a representative. The Board of Examiners meets to approve the marks awarded on each particular programme.

Staff

Academic Staff

Click here to see Academic lecturer profiles on the UST website:

<https://www.ust.ac.uk/faculty>.

For queries or concerns about academic matters relating to this programme, please contact the Programme Leader, Iwan Rhys Jones, email: irhysjones@ust.ac.uk.

Support Staff

<u>Financial queries</u>		
Kevin Green	<i>Finance & HR Officer</i> <i>Mon-Fri 09.00-17.00</i>	finance@ust.ac.uk
<u>Registration, course and related queries</u>		
Ann Cartwright	<i>Academic Registrar</i> <i>Mon-Fri 09.00-17.00</i>	academicregistrar@ust.ac.uk
Tibbie Kendall	<i>Academic Administrative Assistant</i> <i>Mon-Fri 09.00-17.00</i>	programmes@ust.ac.uk
<u>Information Technology</u>		
Paul Thompson	<i>ICT and Network Administrator</i> <i>Mon-Fri 08.00-16.00</i>	admin@ust.ac.uk
<u>Library and Learning Resources</u>		
Donald Mitchell	<i>Librarian</i> <i>Mon-Fri 09.00-17.00</i>	librarian@ust.ac.uk
<u>Admissions</u>		
Ewan Jones	<i>Admission Enquiries Officer</i>	admissionenquiries@ust.ac.uk

Telephone: +44(0)1656 645 411 and follow the menu, or hold for Reception.

Student welfare and support services

UST Email

At the commencement of your studies you will be given a UST email address and a password. You can access your account via the website: <https://www.ust.ac.uk/students/student-portal>. All new students are given introductory IT information – during their first Union Conference or via email. This will show you how to access your email account. It is your responsibility to check your UST emails at least once during each working day. This is the means by which UST will communicate with you on important matters relating to your studies.

The Union Cloud – Learning Management System

You will receive a username and password to access UST's Virtual Learning Environment (VLE) learning management system, the Union Cloud. Resources and essential information for programmes and individual modules are provided on the Cloud, as well as messages to give you information, updates and reminders. This is an important means of communicating with you, especially as you study at a distance from the campus. It is your responsibility to log into the Cloud at least once a week during term-time, to check for programme information. Failure to access the Cloud will not be accepted as an excuse for failing to meet deadlines or any other requirements of the programme which have been explained via the Cloud.

How to Contact Us

By telephone: The Union Campus number is 01656 645411; you can leave a message, or ask to be put through to a lecturer. But email is best for contacting lecturers – they won't be in their rooms all the time.

By e-mail: addresses are in the UST email address list – log into your UST email account and use the search facility to find the person you want.

By the Cloud: information on various matters concerning your study is put on the Information for all Undergraduate Programmes.

In person: ask the Assistant Administrative Assistant, Tibbie Kendall, if you are not sure where to find the information you need, or how to contact someone.

Council Tax and Student Confirmation Letters

You may request from the Academic Registrar a letter as evidence that you are studying at UST. Please note, Council Tax reductions are normally only granted to full-time students. It may take up to 5 working days for your letter to be prepared. It can be collected from Reception, or posted, once it is ready.

Changing Your Contact Details

You must inform the Academic Registrar as soon as possible of any changes in your contact details (preferably in advance), so that our records can be kept up-to-date. Failure to do so

may result in your not receiving important information such as results, degree certificates, etc. If you are a visa student, this is an essential requirement.

A Change of Address form is available on the Home page of the Union Cloud.

Support for students with disabilities and learning support needs

UST welcomes students with disabilities and learning support needs. If you have a disability or learning support need, please contact the Academic Registrar. Please also refer to UST's Disability Policy and Learning Support Policy in the UST *Handbook of Policies and Procedures* on the Union Cloud and on the [website](#). A copy will also be found in the UST library. If you are a new student with such needs, you should contact UST prior to the commencement of the academic year for an initial discussion of how we can support you. To implement support, we may request further information, such as a medical letter or Educational Psychologist's report. If you are not sure what information you need to provide, please contact us to discuss this further. The Academic Registrar will discuss the forms of support which are available. These could include: extra time, use of a laptop or a separate room in exams, permission to record lectures, notes in advance of lectures, accessible exam and classrooms or any other reasonable adjustments.

English Language Support for International Students – Campus Students

International students have the option of attending English classes at Bridgend College (a local Further / Higher Education college). Most students would have to pay for these classes, although there are some exceptions.

Ongoing language support is available on campus, by private arrangement with one of our fully-qualified ESOL teachers.

Data Protection

The Data Protection Officer is Ann Cartwright. If you wish to have access to your records at the School or have any questions about the information we hold you should contact Ann at acartwright@ust.ac.uk.

Health and Safety – Campus Students

If you are not resident on campus, you should sign the Attendance Book at Reception each day, for fire safety purposes.

In an emergency, contact the Site Services Department, or any member of staff. A First Aid kit can be found in the kitchen or reception. The emergency services can be contacted from any internal phone by dialling 9-999.

In the event of a fire, sound any of the fire alarms. Evacuate the building. The emergency meeting point is in the main car park.

Every Monday morning the fire alarms are tested – you will hear short bursts of the alarm bell. There is no need to evacuate, unless the alarm changes to continuous.

Each Learning Community will have its own Health and Safety Guidance and Emergency Procedures which you should familiarise yourself with.

Personal Tutors

Each student is allocated a Personal Tutor, who is responsible for the pastoral care of the students in their group. You will be notified of your Personal Tutor at the commencement of your studies. A list of Personal Tutor groups is displayed on the Academic Registry's Notice Board at Union Campus and on the Union Cloud. You are free to approach your tutor at any mutually convenient time. You may contact your Personal Tutor by email, in person or by telephone. You may also approach other members of staff, if this is felt desirable.

For students in Learning Communities, your first resort for issues of pastoral support is with the Lead Mentor. You can also contact your Personal Tutor, who can offer further support, or the Programme Leader.

Key people to contact about Safeguarding, Prevent or Welfare issues

UST is concerned for the welfare and safety of all students, staff, volunteers and visitors. There are designated people who you should approach if you feel you, or someone else, is vulnerable or at risk.

Student Welfare

UST has a Student Welfare Officer, Sheila Stephen. Sheila is a visiting lecturer at UST and also an accredited counsellor. She can be contacted by email at sstephen@ust.ac.uk or by telephone on 01656 766011. Contacting her *by email* guarantees confidentiality, as her answer phone at home is shared. She is willing to provide and coordinate support in relation to any matters of welfare, and to direct you, and relevant staff members, to additional sources of help and advice where appropriate.

Designated Safeguarding Officer

This is the person to contact if you are concerned about a child or vulnerable person (including yourself) being at risk in any way. [See UST Safeguarding Policy on the UST website www.ust.ac.uk]

SHEILA STEPHEN – sstephen@ust.ac.uk

01656 766011

Available: 9am – 10pm, Monday to Friday

Prevent Officer

This is the person to contact if you are concerned about someone (including yourself) being drawn into or holding extremist views, or who may be vulnerable to being drawn into violent or terrorist activity. [See the UST Prevent Policy on the UST website www.ust.ac.uk]

ANN CARTWRIGHT – academicregistrar@ust.ac.uk

Tel: 01656 641977

Available: 9am – 5pm, Monday to Friday

Student Facilities

IT Facilities on Campus

UST has a super-fast broadband connection. You are expected to supply your own laptop / PC for your studies. Spare laptop computers are available when on campus for the preparation of essays, and for research via the internet. You may borrow these, for single day use only, from Site Services. Please note, laptops must be returned by 17.00, or else fines will be imposed.

Printing is regulated by a Print Server, and can be accessed via the website: <https://www.ust.ac.uk/students/student-portal>. Printing credit must be purchased in advance from the ICT and Network Administrator, Librarian or Finance and HR Officer.

The cost for printing / photocopying is 6p per A4 sheet black and white, and 17p per A4 sheet colour. You can request photocopying from the Librarian.

Careers and Placements Advice

The Pastoral Dean and the Provost are able to give advice about potential opportunities. UST is regularly contacted by churches and Christian organisations offering employment opportunities. These are displayed on the UST notice board, and can be shared on request with students in Learning Communities. You may also wish to discuss your future ministry with the Lead Mentor in your Learning Community.

Financial

Tuition and Accommodation Fees

Click here for details: <https://www.ust.ac.uk/students/fees-funding>.

You will be invoiced for fees and other charges at the beginning of the academic year. Prompt and full payment of fees is required by all students.

The consequences of failure to pay fees are set out in the UST Student Contract Agreement. (See *UST Handbook of Policies and Procedures*). These include withholding from you any award or qualification which would otherwise have been made to you, or refusal to allow you to proceed to any further stage of the Programme, until all outstanding amounts have been paid, or arrangements for payment have been established which the School considers satisfactory. Also, if you are a non-EU student, visa renewals will not be supported, and the Home Office will be informed that you are not meeting the requirements of the programme if fees are not paid.

If you are required to repeat any module you will be charged for each module at the appropriate rate.

Scholarships & Awards

Currently, BA and GDip students may apply for a John Owen Scholarship award. For details, see: <https://www.ust.ac.uk/news-events/the-john-owen-scholarships>. If you have a particular financial difficulty the School may be able to consider a small bursary from its limited funds. Apply in the first instance to the Finance & HR Officer.

Payment of Fees

Payment of fees is generally by debit or credit card. Your invoice will be emailed to you and will contain a Pay Now button to facilitate the online payment. Further information on the payment of fees, and payment methods, is available here:

<https://www.ust.ac.uk/students/fees-funding>

Special note about international fee payments: please note that, regardless of the payment method, you remain responsible for the full amount of invoiced fees, and must therefore make due allowance for exchange rates and bank costs (both sending and receiving) when calculating the payment.

Programme Changes, Module Changes and Refunds

Please consider carefully the financial implications of any changes you make.

Programme Withdrawal

Withdrawing from the programme means that you wish to discontinue studying the entire programme. In the event that you withdraw from the programme after the start of the

academic year, normally no refund will be given, and you will continue to be responsible for the full amount of your annual programme fees.

Module Changes

No changes to module choices will be taken into account unless a Module Choice Change Form has been completed, approved by the Programme Leader, and submitted by you to the Academic Administrative Assistant (a form is available on the Union Cloud).

Module choice changes will only be allowed before the teaching or supervision has started for the modules concerned (or in the case of distance-learning, before access has been granted to the learning material on the Union Cloud).

Only in exceptional circumstances will module choice changes be allowed after the teaching or supervision has begun (or in the case of distance-learning, after access has been granted to the learning material on the Union Cloud). Where a language module has been chosen, a change of module is possible within the first four weeks of study, with the module lecturer's approval.

Module Withdrawal

Withdrawing from a module means that you wish to discontinue studying that module in the current year. If you choose to discontinue a module at any time during the current year, no refund will be given.

Only in exceptional circumstances will the School consider waiving this Refund Policy, and only then at the sole discretion of the Provost.

Student Participation

UST strongly values student participation. There are student representatives on the Academic Board, Quality Assurance Committee and on every Programme Committee. These meet regularly, and student representatives are invited to participate.

Students are also invited to evaluate modules by submitting Module Feedback Forms, and Student Feedback is regularly collected. At the end of their programme, students are invited to submit a Programme Feedback Form.

For each undergraduate programme and level, a student representative is elected, to represent the cohort. Twice a year student representatives and lecturers meet to consider the module evaluations, and all the lecturers' written responses. Through these discussions decisions can be made about how to revise and improve the delivery. Feedback summaries and details of committee meetings are published on the Union Cloud.

Student Committee

A small student-elected committee is responsible for liaising with UST staff, and ensuring students' welfare needs are adequately met. Please contact the leaders of this committee if you wish to raise any student-related matters.

Student President

Matthew Faux

matthewfaux@ust.ac.uk

Regulations, Policies and Procedures

The UST Graduate Diploma Programme operates under the *Regulations for Validated Awards of the Open University*. These Academic regulations are available on the Union Cloud. For other matters, consult the UST *Handbook of Policies and Procedures* which is available in the library, on the Union Cloud and the [website](#). Students should familiarise themselves with this in case issues or situations arise where they need help. Particular attention should be given to the following policies.

Complaints and Grievances

UST wants all students to have a positive experience in studying with us. We will make every endeavour to support you in your chosen programme of study. However, if something goes wrong and you are unhappy with your experience, we have a *Complaints and Grievance Policy* in the UST *Handbook of Policies and Procedures* which you should refer to. You have the right to make an informal and / or formal complaint or request a formal review / appeal. Please follow the procedure set out in the handbook.

Academic Appeals

Academic Appeals are possible on a limited number of grounds. These are set out in the *Regulations for Validated Awards of the Open University*. See also the Academic Appeals Policy in the UST *Handbook of Policies and Procedures*.

Academic Misconduct

This is defined as any improper activity of behaviour by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment. Penalties levied for academic misconduct will be in line with the AMBeR Tariff. Details are given in the *Regulations for Validated Awards of the Open University*. See also UST's Academic Misconduct Policy in the UST *Handbook of Policies and Procedures*.

Extenuating Circumstances

UST recognises that students may suffer from a sudden illness, or other serious and unforeseen event or set of circumstances, which adversely affects their ability to complete an assessment, or the results they obtain for an assessment. In such cases students should refer to the Extenuating Circumstances Policy in the *UST Handbook of Policies and Procedures*.

Attendance

UST staff and students comprise a community of learners who commit to work, fellowship and worship together. Student attendance is expected at all UST scheduled events arranged for them, including timetabled classes and learning sessions associated with each programme they are registered for, together with supervision meetings, workshops, pastoral groups, acts of corporate worship, student meetings and meetings of the UST community. UST expects students studying in Learning Communities to attend all scheduled learning sessions and other activities associated with each programme of learning they are registered for. UST believes that students should be active participants in their learning experiences, and must take responsibility for achieving their potential through successful completion of each stage of their studies.

For details of attendance requirements see UST's Attendance Policy in the *UST Handbook of Policies and Procedures*.

Equal Opportunities

UST is committed to being a fair and just community of learning and scholarship. We desire to be an inclusive community, where people are treated with dignity and respect, where inequalities are challenged, and where we anticipate, and respond positively to, different needs and circumstances, so that everyone can achieve their potential. This policy is founded on the Christian teaching that each person is made in the image of God and is of equal value and worth in God's sight. UST's mission and values require it to create a positive environment in which all staff and students, present and prospective, are respected, are provided with development and progression opportunities, and can make the most of their abilities.

UST provides an environment where staff and students from different cultural, linguistic, ethnic, educational and social backgrounds are welcomed for the rich and valuable diversity they bring. We recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference, when nurtured appropriately, brings great strength.

For details of UST's Equal Opportunities Policy see the *UST Handbook of Policies and Procedures*.

For independent advice on student matters

National Union of Students

Nelson Mandela House

461 Holloway Road

LONDON

N7 6LJ

Tel: 020 7272 8900

Email: nusuk@nus.org.uk

Validating body

Union School of Theology is approved by the Open University as an appropriate organisation to offer higher education programmes leading to Open University Validated Awards.

Part II: Programme information

Graduate Diploma in Theology Course: Factual Page

Institutions Responsible for the Programme of Study

Teaching Institution: Union School of Theology

Awarding Institution: The Open University

Responsible Department: Higher Education

Programme Leader: Iwan Rhys Jones

Name of Programme Awards to be conferred

Graduate Diploma

Titles of Programmes to appear on award certificates

As above

Approval Status

This programme in Theology has been developed and will be delivered by Union School of Theology. The programme has been validated through a process of peer review, by The Open University, as being of an appropriate standard and quality to lead to the Open University validated award of *Graduate Diploma*.

Validation is approved for a period of five years; commencing September 2018.

Duration of Programme and mode of study: 2 years part-time, distance-learning study in Learning Communities

Credit value and notional learning time for the Programme

Credit value: 120 credits (UK); 60 ECTS

1,200 learning hours

This is a two-year, part-time, distance-learning, modular programme leading to a *Graduate Diploma*. The central features of the programme are:

- a part-time, distance-learning course over 2 years
- a framework of supporting distance-learning study units including lecture videos, notes and reading material
- participation in Learning Communities, including discussion facilitated by a mentor
- interaction with an academic lecturer

Site where the Programme is to be delivered:

The Programme is delivered by distance-learning in local Learning Communities, which often meet in a church or the premises of a Christian organisation. These operate at the regional level, and provide enhanced support for you, as a distance learner. Through the Learning Community, you can meet other students, encourage one another and access local theological resources. You will typically need to study around 20–25 hours a week, including your Learning Community study days, throughout the academic year.

The academic year starts with the Union Conference, held on Union Campus. You are expected to attend this if you are in the UK. Key induction and training material is provided at the Conference, as well as a chance to meet with lecturers.

Your Learning Community will begin the academic year with its own induction and orientation sessions, to equip you with the appropriate study skills. It may also be a good opportunity for you to get to know each other, enjoy spiritual fellowship and familiarise yourselves with Union's Vision and Values.

You will also receive an email from UST, asking you to enrol for the modules you are taking this year.

Programme rationale

The UST GDip programme is designed as an accessible and flexible way of undertaking theological training for those who already have a degree and want to prepare further for Christian ministry.

- Study in Learning Communities allows students to work with others, and so avoid the isolation of a purely distance-learning programme.
- Delivery is in locations near to where students live and work.
- High quality videos allow teaching from leading theologians and practitioners to be utilised alongside further reading, class exercises, discussion points, and study materials delivered via the Union Cloud.
- Most students are already in, or preparing for, ministry, and so continuity between theology and practice is maintained.
- All teaching and assessment is delivered by the Academic Lecturers of UST. The role of the local Lead Mentor is to facilitate this learning, and provide a link to the teaching faculty at UST. Lead Mentors do not have a teaching role.
- The programme is designed to be studied part-time. Students need to make around 20–25 hours per week available for attending the Learning Community and personal study.

At Graduate Diploma level your studies at UST will enable you to achieve a systematic understanding of theological traditions including the Evangelical and Reformed tradition.

This involves looking at materials, advanced scholarship, and aspects of current research which are at the forefront of the theological disciplines. Different theological approaches and concepts will be subject to thorough analysis and enquiry using the established techniques of theology. This will include reflection upon theological issues during your placement, as you develop skills for vocational ministry. Areas of controversy and disagreement among theologians will be explored with fairness and integrity, including those in the Evangelical and Reformed tradition. Study approaches include group discussion and learning in which you interact with the views of others. There is a particular focus on primary sources (including the biblical text, and other theological and historical material), and at this level you will have increased ownership of the work you do and the approaches you take. This will be demonstrated in the dissertation.

You will be asked to communicate your responses to different ideas in a range of assessments. These approaches are designed to enable you to exercise increased initiative and personal responsibility to enable you to make informed decisions in the often complex and unpredictable context of vocational Christian work. You will gain experience of personal and communal religious identities, especially in Ministry Placement II. It will also enable you to demonstrate how to apply formal learning to social and vocational contexts. ¹You will build foundations for further study should you have opportunity for this in the future: UST is committed to encouraging life-long learning.

Programme Aims

Aims

The programme has the following general educational and specific aims:

1. to provide the essential bases of theological education in biblical studies, theological studies and ministerial practice within a Reformed evangelical framework through flexible and distributed learning.
2. to prepare students intellectually, spiritually and practically to understand and articulate Christian teaching in various forms of ministry practice.
3. to develop a range of key skills such as communication, formulating and evaluating a coherent argument, appropriate use of data and evidence, drawing implications for various contemporary contexts.

¹QAA Subject Benchmarks 5.4.

Essential elements of the programme:

- A two-year, part-time Graduate Diploma in Theology in supported, open-learning mode, to give access to this qualification to many who would not be able to attend full-time programmes.
- A curriculum delivered through recorded lectures and specially-written course materials, facilitated by a mentor in a Learning Community, with library, ICT and lecturer support.
- The location of the programme within a context of mutual spiritual and pastoral support within a Learning Community,
- A curriculum which meets the requirements for theological study.
- Assessment through written examinations and coursework.

The Curriculum

Biblical Studies	Theological Studies	Ministerial practice
<p>TH6836 Studies in the Old & New Testaments COMPULSORY <i>Steffen Jenkins & Cor Bennema</i></p>	<p>TH6834 Studies in Systematic Theology COMPULSORY <i>Bob Letham</i></p>	<p>TH6809 Studies in Preaching & Pastoral Theology <i>Peter Mead & Raymond Ortlund</i></p>
<p><i>One of:</i> TH6831 Hebrew Grammar (option 1) <i>Iwan Rhys Jones</i></p> <p>TH6832 Greek Grammar (option 2) <i>Steffen Jenkins</i></p> <p>TH6839 English Exegesis (option 3) <i>Peter Mead</i></p>	<p>TH6837 Turning Points in Church History COMPULSORY <i>Lee Gatiss & Mike Reeves</i></p>	<p>TH6838 Church & Mission <i>Shaun Rossi & Glen Scrivener</i></p> <p>TH6845 Children, Youth and Family <i>Robin Barfield</i></p> <p>TH6846 Urban Ministry and Theology <i>TBC</i></p>

Students take six modules totalling 120 credits to complete the programme.

All modules are worth 20 credits.

Students take 3 compulsory modules plus one language module plus two Ministerial Practice modules.

NOTE: The diet of modules being delivered in any given year may vary from one Learning Community to another.

Overview of Modules

Full details of each module can be found in the module descriptors - available on the Union Cloud, on the Module Specification page at:

<http://cloud.ust.ac.uk/cloud/course/view.php?id=135>

The normal length of studies is two years, which entails studying three modules per year.

The maximum time allowed for completing the whole GDip programme, on a part-time basis, is four years.

Assessment methods

There are two elements in the assessment strategy for this programme:

- Coursework
- Examinations

Coursework

Coursework includes written assignments, such as essays and reflective writing, and videos of practice.

Examinations

Examinations provide opportunities for assessing the clarity and depth of the students' knowledge and understanding, and their ability to explain ideas accurately and succinctly. They differ from coursework in that they are primarily concerned with checking the 'readiness' of the students' knowledge and understanding of a subject, the extent to which there is an established understanding of key concepts, and a critical awareness of relevant theoretical frameworks such that students can make use of these to address particular issues, whereas the assignment provide more of a synthetic account of the breadth of a module and its learning outcomes.

Programme Assessment

Module No	Module Name	Coursework	Weighting	Exam	Weighting
TH6809	Studies in Preaching & Pastoral Theology	12-15 minute recorded sermon or talk + 1,000w personal preaching evaluation + 2,000w essay	25% + 25% + 50%		
TH6831	Hebrew Grammar			2hrs x 2	50% x 2
TH6832	Greek Grammar			2.5 + 1.5hrs	75% + 25%
TH6834	Studies in Systematic Theology	2,000w essay	50%	2hrs	50%
TH6836	Studies in the Old and New Testaments	2,000w essay (NT)	50%	2hrs (OT)	50%
TH6837	Turning Points in Church History	2,000w essay x 2	50% x 2		
TH6838	Church and Mission	4,000w essay	100%		
TH6839	English Exegesis	4,000w exegetical essay	100%		
TH6845	Children, Youth and Family	4,000w essay	100%		
TH6846	Urban Ministry and Theology	4000w case study	100%		

Academic assessment

The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of the programme of study and achieved the standard required for the award.

There are two forms of assessment.

Formative

The main purpose of formative assessment is to provide you with feedback on your progress, so that strengths and weaknesses can be identified, and appropriate action taken. Formative assessment is mainly personal and focused on your development.

Summative

The main purposes of summative assessment are to enable you to demonstrate your achievement of the programme's objectives and to ensure a fair judgement on your level of attainment. Summative assessment is applied simultaneously across a peer group of students and is programme-focused.

The School's assessment regulations are set by the Open University, our validator.

Marking Criteria

KNOWLEDGE & UNDERSTANDING	90–100 (First class)	80–89 (First class)	70–79 (First class)	60–69 (Upper second)	50–59 (Lower second)	40–49 (Third class)	30–39 (Fail)	20–29 (Fail)	10–19 (Fail)	0–9 (Fail)
Range and relevance of reading and research	Far-reaching investigation and insight	Comprehensive research and coverage of topic integrating wide range of academic sources	Excellent command of highly relevant, extensively researched material	Wide range of core and background reading, effectively used	Reasonable range of reading; references to relevant but not wide variety of sources	Background reading mostly relevant but over-reliant on few sources	Scant evidence of background reading; weak investigation	No evidence of relevant reading	No evidence of reading	No use of sources
Breadth and depth of knowledge	Develops new knowledge or novel perspective going beyond the literature	Extensive subject knowledge with detailed insight into and understanding of relevant theory.	Extensive, thorough coverage of topic, focused use of detail and examples	Breadth and depth of coverage, accurate and relevant in detail and example	Content generally relevant and accurate, most central issues identified; basic knowledge sound but may be patchy	Fairly basic knowledge, limited consistency of depth and accuracy of detail; not all aspects addressed, some omissions	Contains very slight detail; content may be thin or irrelevant; issues poorly identified	Little relevance of content; unacceptably weak or inaccurate knowledge base	Knowledge base extremely weak; content almost entirely irrelevant or erroneous	Material not relevant or correct; no evidence of knowledge
Understanding of subject matter and theory	Work produced could hardly be bettered when produced under parallel conditions	Sophisticated understanding of complexities of key theoretical models, concepts and arguments	Excellent, very sound understanding of complexities of key theoretical models, concepts and arguments	Clear, sound understanding of subject matter, theory, issues and debate	Reasonable level of understanding of subject matter, theory and ideas; main issues satisfactorily understood	Partial understanding of subject matter, core concepts and relevant issues; basic reference to theory	Very little understanding of subject matter, ideas and issues; may be issue of misreading/ misinterpretation of question	Significant weaknesses and gaps in understanding of subject matter, ideas and issues; misunderstanding of question	Devoid of understanding of subject matter, ideas and issues	No relevant understanding evident; response to question virtually nil
Textual studies	Outstanding engagement with text	Sophisticated engagement with text	Excellent, consistent engagement with text	Good, careful engagement with text	Reasonably good ability to respond to text	Some ability to respond to the text	Inadequate familiarity with the text	Little awareness of text	Misunderstanding of text	No reference to text
Contextual studies	Outstanding understanding of artistic or critical context	Sophisticated understanding of artistic or critical context	Comprehensive understanding of artistic or critical context	Good understanding of artistic or critical context	Sound, but maybe limited, understanding of artistic or critical context	Adequate but partial understanding of artistic or critical context	Weak understanding of artistic or critical context	Lack of understanding of artistic or critical context	Inaccurate reference to artistic or critical context	No awareness demonstrated of artistic or critical context

COGNITIVE SKILLS	90–100 (First class)	80–89 (First class)	70–79 (First class)	60–69 (Upper second)	50–59 (Lower second)	40–49 (Third class)	30–39 (Fail)	20–29 (Fail)	10–19 (Fail)	0–9 (Fail)
Selection and use of information	Outstanding level of original synthesis, analysis, argument and evaluation	Creative, innovative synthesis of ideas	Convincing ability to synthesise a range of views or information and integrate references	Ability to synthesise a range of views or information and incorporate references	Evidence of drawing information together	Little discrimination in use of material; limited perspective or consideration of alternative views	Superficial use of information, minimal association; references not integrated	Incorrect use of material or information	Little or no use of material or information	Little or no use of material or information
Interpretation of information	Work produced could hardly be bettered when produced under parallel conditions	Sophisticated perception, critical insight and interpretation	Excellent perception, critical insight and interpretation	Perceptive, thoughtful interpretation	Sound explanation; this may be partly descriptive and factual; ideas tend to be stated rather than developed	Some interpretation or insight; may be largely descriptive, or superficial; overreliance on narrative or anecdote for explanation	Little attempt to interpret material, or merely descriptive; explanations may be muddled at times	Purely descriptive; very limited discussion	Any attempt at discussion limited to personal view; no discernible insight	No interpretation of information
Critical analysis using theory	Work produced could hardly be bettered when produced under parallel conditions	Challenging, comprehensive critical analysis sustained throughout	Very good depth and breadth of critical analysis; sustained, thorough questioning informed by theory	Consistent development of critical analysis and questioning, using theory	Some attempt at critical analysis using theory; may be limited and lack consistency or conviction	Some evidence of rationale; minimal attempt to examine strengths and weaknesses of an argument	Limited breadth and depth of analysis, inadequate critical skills; shallow and superficial	Lacking or erroneous analysis; negligible evidence of thought	Isolated statements indicating lack of thought	Isolated statements indicating lack of thought

Structure and argument	Work produced could hardly be bettered when produced under parallel conditions	Authoritative and persuasive argument	Excellent organisation of ideas; clear, coherent structure and logical, cogent development of argument	Logically structured; good organisation of ideas; well-reasoned discussion; coherent argument	Reasonable structure; organisation may lack some logical progression; attempt made to argue logically with supporting evidence, although some claims may be unsubstantiated	Basic structure; may be some repetition or deviation; some ability to construct an argument but may lack clarity or conviction, with unsupported assertion	Poorly structured, little logic; may have unsubstantiated conclusions based on generalisation	Structure confused or incomplete; poor if any relationship between introduction, middle and conclusion; lack of evidence to support views expressed	Lack of recognisable structure or reference to argument; no related evidence or conclusions	Lack of evidence of reasoning
Awareness of self-development, and /or personal engagement	Thorough and sophisticated appreciation of learning gained and impact on self; pertinent personal analysis; imaginative, insightful, creative	Thorough and sophisticated appreciation of learning gained and impact on self; pertinent personal analysis; imaginative, insightful, creative	Thorough appreciation of learning gained and impact on self; pertinent personal analysis; imaginative, insightful, creative	Good awareness of learning and self-development; pertinent personal comment; some freshness of insight, some creative thinking and imagination	Reasonable awareness of learning and self-development; may show a little indication of originality or personal engagement	Some awareness of learning and self-development; personal engagement only very slight	Little or muddled awareness of learning and self-development; minimal appraisal	Discussion of own learning and development incoherent; issues are not appraised	Very little evidence of self-awareness	No evidence of self-awareness
COMMUNICATION SKILLS	90–100 <i>(First class)</i>	80–89 <i>(First class)</i>	70–79 <i>(First class)</i>	60–69 <i>(Upper second)</i>	50–59 <i>(Lower second)</i>	40–49 <i>(Third class)</i>	30–39 <i>(Fail)</i>	20–29 <i>(Fail)</i>	10–19 <i>(Fail)</i>	0–9 <i>(Fail)</i>
Written vocabulary and style	Exceptional clarity and coherence; highly sophisticated expression; work produced could hardly be bettered when produced under parallel conditions	Extremely well-written, with accuracy and flair; Highly sophisticated, fluent and persuasive expression of ideas	Very clear, fluent, sophisticated and confident expression; highly effective vocabulary and style	Clear, fluent, confident expression; appropriate vocabulary and style	Clearly written, coherent expression; reasonable range of vocabulary and adequate style	Expression, vocabulary and style reasonably clear but lack sophistication	Expression of ideas insufficient to convey clear meaning; inaccurate or unprofessional terminology	Lack of clarity, very poor expression; style inappropriate, terminology inadequate and inappropriate	Inaccuracies of expression and vocabulary render meaning of written work extremely unclear	Incoherent expression

Spelling, punctuation and syntax	Near perfect spelling, punctuation and syntax	Near perfect spelling, punctuation and syntax	Near perfect spelling, punctuation and syntax	High standard of accuracy in spelling, punctuation and syntax	Overall competence in spelling, punctuation and syntax, although there may be some errors	Inaccuracies in spelling, punctuation and syntax do not usually interfere with meaning	Many errors in spelling, punctuation and syntax	Many serious errors of spelling, punctuation and syntax	Many serious errors of even basic spelling, punctuation and syntax	Heavily inaccurate; inappropriate use of language
Referencing	All sources acknowledged and meticulously presented	All sources acknowledged and meticulously presented	All sources acknowledged and meticulously presented	Sources acknowledged and accurately presented	Sources acknowledged and referencing mostly accurate	Sources acknowledged; references not always correctly cited/presented	Referencing incomplete or inaccurate	Referencing inaccurate or absent	No attempt at referencing	No attempt at referencing
Presentation skills	Complete accuracy in presentation; highly autonomous, thorough and well-managed approach	Great clarity and maturity of presentation; independence in extensive planning and preparation	High standard of presentation; evidence of thorough planning, preparation and organisation	Good standard of presentation; well-organised; relevant planning and preparation	Presentation generally sound, maybe some weaknesses; fairly good organisation, planning and preparation	Some confidence in presentation, with some lapses; adequate organisation, planning and preparation	Few presentation skills; weaknesses of organisation, planning and preparation	Ineffective presentation skills; serious deficiency in organisation, planning and preparation	Inadequate presentation skills; almost no evidence of organisation, planning or preparation	Presentation totally ineffective; no evidence of organisation, planning or preparation
Dialogic skills	Outstanding ability to stimulate and enable discussion	Excellent ability to stimulate and enable discussion	Excellent ability to stimulate and enable discussion	Clear evidence of ability to stimulate and facilitate discussion	Capable attempts at participation in discussion	Adequate participation in discussion	Little constructive participation in discussion	Inadequate attention given to discussion	No attention given to discussion	No attention given to discussion
MINISTRY SKILLS	90–100 (First class)	80–89 (First class)	70–79 (First class)	60–69 (Upper second)	50–59 (Lower second)	40–49 (Third class)	30–39 (Fail)	20–29 (Fail)	10–19 (Fail)	0–9 (Fail)
Integration of theory and practice	Skilled integration of theory and practice	Skilled integration of theory and practice	Skilled integration of theory and practice	Useful links drawn between theory and practice	Consideration of related theory and practice	Consideration of both theory and practice, which may be uneven	Uneven balance between theory and practice	Little appreciation of theory in practice	Relationship between theory and practice not evident	No awareness of theory in practice evident
Reflective practice	Sophisticated reflection on personal and ministry practice	Sophisticated reflection on personal and ministry practice	Clear and insightful reflection on personal and ministry practice	Clear understanding, reflection and evaluation of implications for personal and ministry practice	Sound reflection on personal and ministry practice	Adequate but limited reflection on personal and ministry practice issues	Inadequate reflection on personal and ministry practice issues	Slight, if any, reflection or reference to personal and ministry practice	Slight, if any, reflection or reference to personal and ministry practice	Slight, if any, reflection or reference to personal and ministry practice

Analysis of performance	Outstanding critical analysis of performance	Sophisticated critical analysis of performance	Strong and thorough critical analysis of performance	Good critical analysis of performance	Sound analysis of performance	Adequate analysis of performance	Limited information about performance	Very limited information about performance	Insufficient evidence of knowledge of performance	No evidence of knowledge of performance
Professional competence	Extremely high level of professional competence	Extremely high level of professional competence	Very high level of professional competence	Substantial level of professional competence	Sound level of professional competence	Satisfactory level of professional competence	Questionable level of professional competence, e.g. may be some evidence of unsafe practice	Lack of professional competence	Serious lack of professional competence	Professional incompetence
Specialist skills	Outstanding expertise and flair in the application of specialist skills	Sophisticated expertise and flair in the application of specialist skills	Expert demonstration, accomplished and innovative application of specialist skills	Good performance; capable and confident application of specialist skills	Mostly competent and informed application of specialist skills	Sufficient evidence of developing specialist skills	Little evidence of skill development or application	Very little evidence of specialist skill development	Minimal evidence of specialist skill development	No evidence of skill development
Technical understanding and use of materials	Excellent technical understanding and judgement; work produced could hardly be bettered when produced under parallel conditions	Excellent technical understanding and judgement; exceptional level of competence in use of materials and appropriate application of working processes and techniques	Thorough technical understanding and judgement; excellent level of competence in use of materials and appropriate application of working processes and techniques	Accurate technical understanding and judgement; good level of competence in use of materials and appropriate application of working processes and techniques	Mostly accurate technical understanding and judgement; satisfactory level of competence in use of materials and appropriate application of working processes and techniques	Adequate though only partially accurate technical understanding and judgement; adequate level of competence in use of materials and application of working processes and techniques	Slight technical understanding and judgement, with inaccuracies; lack of competence in use of materials and erroneous application of working processes and techniques	Feeble technical understanding and judgement; incompetence in use of materials and erroneous application of working processes and techniques	Almost no technical understanding or judgement; serious incompetence in use of materials and erroneous application of working processes and techniques	No technical understanding or judgement; uninformed and arbitrary use of material, methods, processes and techniques
Relationship between content, form and technique	Work produced could hardly be bettered when produced under parallel conditions	Excellent design and sophisticated relationship between content, form & technique	Excellent design; strong relationship between content, form & technique	Good design; meaningful relationship between content, form & technique	Fair design; generally sound relationship between content, form & technique	Adequate evidence of some relationship between content, form & technique	Limited or unresolved relationship between content, form & technique	Very limited relationship between content, form & technique	Minimal evidence of understanding of relationship between content, form & technique	No evidence of understanding of the relationship between content, form & technique

Submission of coursework for assessment

All student work submitted for assessment, is passed to the Academic Lecturer for marking, and returned to the student by the agreed return date. The deadline for submission is 12 noon on the day of submission.

Extenuating Circumstances

Details of the grounds on which a student may be eligible for consideration for a different assessment date or form are found in UST's Extenuating Circumstances Policy found in the *UST Policy and Procedures Handbook* document:

Late Submission

The importance of meeting deadlines for submitting assignments cannot be over-emphasised. The discipline of doing so is an essential part of all academic courses, and is a particularly important aspect of distance-learning programmes, in that the effort to meet deadlines assists the student in developing regular patterns of study. It must also be said that once a student begins to miss deadlines and falls behind with work, it becomes increasingly difficult to do justice to the programme; assignments are inevitably rushed and produced in a hurried fashion, in the attempt to make up for lost time. Once one assignment is late, the next tends to be as well, and it is difficult to return to a steady pattern of study.

For these reasons, and also to ensure the smooth running and administration of the course, it is important that there are clear guidelines concerning assignment deadlines.

As a general rule, students must do their utmost to submit all their work by the assignment deadlines.

Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff:

- Submission within 6 working days: a 10% reduction deducted from the overall marked score for each working day late, down to the 40% pass mark and no further.
- Submission that is late by 7 or more working days: submission refused, mark of 0.

A working day is defined as a 24-hour period starting at 12 noon and submission after the deadline will be assumed to be the next working day.

Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0.

Extensions

If you wish to apply for an extension to a coursework submission deadline you must complete the extension form (available on the Cloud) and email or hand it to the Programme Leader or Academic Administrative Assistant. You must make your request ***before*** the deadline and provide supporting evidence of Extenuating Circumstances you wish to be taken into consideration before the deadline or within 7 calendar days, whichever is sooner. Your request must be approved by the Programme Leader, and each application will be considered on its merits.

Requests for extension will be treated sympathetically in cases where you can demonstrate acceptable grounds for your application, and provide documentary evidence, where applicable.

- Acceptable grounds for extenuating circumstances are set out in the UST Extenuating Circumstances policy, and include unexpected events which affect your ability to study and which could not have been planned for in advance. These include emergencies, such as illness, personal loss, accidents affecting health and traumatic experiences.
- Applications for extension on the grounds of foreseeable personal events, such as holidays or weddings, will not be accepted.

You are expected to plan ahead to take account of foreseeable factors, and not to take on demands, either of study or work, which result in an inability to complete assessments by given deadlines. This means that you should be realistic from the outset about what you can achieve, and make choices regarding your study and other commitments which reflect the demands you foresee.

Word Counts and Penalties

It is permissible to exceed the stated word limit by up to 10%, without penalty. If the word count exceeds the limit by more than 10%, then penalties will be applied. Assignments which exceed these limits are liable to be penalised by the deduction of 5 marks per 1000 words excess, e.g. if a 1,000-word assignment, 5 marks off for 1,101–2,100 words, 10 marks off for 2,101–3,100 words, and so on.

Neither footnotes nor bibliographies are included in the word count. However, you must beware trying to use footnotes to avoid a word limit penalty. It should be possible to read an essay without reading the footnotes, and not lose any of the main argument. Markers will apply a penalty of up to 5 marks if footnotes have been used inappropriately.

Submission of Work by a Student with Learning Support Needs

If a student with Learning Support needs is unable to be assessed by the methods specified in the assessment regulations, the School will examine all possibilities of alternative forms of assessment and examination. See UST Learning Support Policy in *UST Handbook of Policies and Procedures*.

The Extenuating Circumstances Committee and the Board of Examiners will judge the appropriateness of the proposed alternative assessment methods, bearing in mind the learning outcomes of the programme and the need to assess the student on equal terms with other students.

If special arrangements cannot be made, the reasons for this will be communicated in writing to the student. Failure to implement any special arrangements formally agreed would be considered as grounds for an appeal.

Grounds and Procedure for Appeals

Academic Appeals may only be made on the basis of the grounds identified in UST's Academic Appeals Policy. You are invited to consult the document for full details in UST's *Handbook of Policies and Procedures*.

Academic Calendar 2018/19

Here is the schedule for the academic year. You will, in addition, be provided with a detailed timetable of assessment at the start of the academic year.

Week	Monday	Programmes	Other Information
	06-Aug-18		
	13-Aug-18	Reassessment week	
	20-Aug-18		
	27-Aug-18	Masters week 1	
	03-Sep-18	Masters week 2	03 Sep 11.30am - BA Committee Meeting 05 Sep 2pm - All Staff Meeting
0	10-Sep-18	Union Conference	12 Sep 10am - All Staff Meeting with Union President 14 Sep 11.00am - Dedication Service 2pm–4.30pm - Student-led afternoon of Prayer and Reflection
1	17-Sep-18	Semester 1 starts	19 Sep – BA, GDip, MTh Preparation for Board of Examiners 20 Sep – Ajith Fernando preaching at UST worship
2	24-Sep-18		25 Sep 2pm - Quality Assurance Committee 26 Sep 1-4pm - OU BOARD OF EXAMINERS [tbc]
3	01-Oct-18		02 Oct 3.15-4.45pm – Prevent Awareness Training for Students 03 Oct 2pm - BA Committee & Quality Code Workshop 04 Oct 1pm - Faculty Lunch
4	08-Oct-18		10 Oct 2pm - Academic Board
5	15-Oct-18	Children’s, Youth and Family Ministry GDip module taught on Campus	17 Oct 2pm - GDip Committee & Teaching and Learning Workshop – IRJ
6	22-Oct-18		24 Oct 1pm - Research Seminar 2.30pm - Research Committee
7	29-Oct-18		31 Oct 2pm - MTh Committee 3.30pm - Doctoral Supervision Workshop
8	05-Nov-18		
9	12-Nov-18		
10	19-Nov-18		21 Nov – MTh Module Assessment Board Chester [tbc]
11	26-Nov-18		27 Nov 3.15-4.45pm - Safeguarding Training for Students 28 Nov 2pm - All Staff Meeting 3.30pm - Quality Assurance Committee 29 Nov 1pm - Faculty lunch
		01 Dec Semester 1 teaching ends	
12	03-Dec-18	Revision week	5 Dec 2pm - Academic Board
13	10-Dec-18	Exam Week	12 Dec 1pm - Research Seminar 2.30pm - Research Committee 14 Dec – Staff Christmas lunch
14	17-Dec-18		17 Dec - GMC Certificate Presentations
15	24-Dec-18	22 Dec to 02 Jan Campus Closed Christmas & New Year	
16	31-Dec-18		03 January – Staff Retreat
17	07-Jan-19	06 Jan Placement starts Masters Week 3	Faculty Reviews
18	14-Jan-19	Masters Week 4	14-16 Jan – Research Conference
19	21-Jan-19		
20	28-Jan-19	Semester 2 starts	
21	04-Feb-19		

22	11-Feb-19		
23	18-Feb-19		
24	25-Feb-19		
25	04-Mar-19		
26	11-Mar-19		
27	18-Mar-19		
28	25-Mar-19		
29	01-Apr-19		
30	08-Apr-19	Semester 2 teaching ends	
31	15-Apr-19	Easter Vacation	
32	22-Apr-19	Easter Vacation	
33	29-Apr-19	Revision week	
34	06-May-19	Exam week 1	
35	13-May-19	Exam week 2	
36	20-May-19	20-24 May Personal Development Programme Summer School week	
37	27-May-19		
38	03-Jun-19		
	12-Aug-19	Reassessment Week	

The Academic Year

Semesters

The academic year is divided into two semesters: Semester 1 runs from September to December, and Semester 2 from late January to May. The intervening weeks are used as an inter-semester break. All modules are year-long.

Examination Weeks

The last week of Semester 1 and the last two weeks of Semester 2 are used for examinations (see the Academic Year Calendar on the previous page for exact dates). You must take note of the dates of the examination weeks and make sure you are free in those periods. This is important, as you may need to take time off work, and it is not possible to rearrange exam dates for students who have other commitments on those dates. We aim to publish the exact dates and times of exams two months prior to the relevant examination week, though this timetable may be provisional and subject to change.

Reassessment Week

Reassessment exams take place at the end of the summer following the academic year. If you have failed an exam, you must be available during Reassessment Week, as exams cannot be rescheduled. In 2018/2019, Reassessment Week is Tuesday 13 to Friday 16 August 2019.

Part III: Study Guidance

Induction

Students based in Learning Communities in the UK are expected to attend the Union Conference in their first year of study to benefit from the programme, library, and study skills induction provided. In subsequent years they are strongly encouraged to attend. For those in Learning Communities in other countries, they should watch the induction videos and complete the induction training sessions available on the Union Cloud.

Academic support

General academic support is provided by the Programme Leader throughout the course of study. Specialist academic support is provided by Academic Lecturers responsible for individual modules and areas of specialisation. Lead Mentors are there to facilitate your learning, but their role is not to teach. Instead, the teaching content is delivered by UST faculty and external lecturers. This is by means of the videoed lectures, learning materials on the Union Cloud, reading lists, and your own study. The Lead Mentor is there to facilitate your use of this material, and the discussion questions set by the Lecturer.

Specific questions about the teaching content delivered in the videos or on the Cloud, the skills you are expected to demonstrate, and the assessments, should be addressed directly to the module's Academic Lecturer at UST. The module Academic lecturer will normally have one question and answer session by VOIP with your Learning Community during the period you are studying the module they teach.

Student Support

There is a variety of features of the programme designed to assist the distance-learning student.

- Learning Community study day each week of the semester, for peer support
- Student Handbook(s)
- Lecture videos
- Accompanying lecture notes for most videos
- A Personal Tutor
- Tutorial support via Union Cloud forums, phone and email
- Library and Learning Resources tutorials
- Support from a full-time librarian
- The UST library of more than 30,000 books and a wide range of periodicals covering the key areas of theology.
- Your Learning Community will have its own small library of books.

You are not alone on this programme, even though it is a distance-learning course. In fact, the support and encouragement of others is vital for the success of your studies. The success of the whole programme will depend upon your being able to use the system effectively for your own learning. Distance-learning is the means by which your learning is being supported. Thus, lecture videos, academic lecturer advice and feedback, personal tutor support, libraries, and the ongoing collaborative work between students, particularly in Learning Communities, are all seen as linking elements of the system. We regard the mix of students as an important strength of each programme and, beginning with the Union Conference, the programme aims to provide an opportunity for identifying common understandings and approaches.

General study skills

Study Skills Advice

If you find you cannot make an effective start on essay writing, please alert us to your concerns. The first person to consult is usually the module lecturer. At any stage you should feel free to contact your Personal Tutor, for a discussion of your progress, your skills and comprehension and any academic concerns. They can give you advice on improving your writing skills.

There are Study Skills resources on the Union Cloud, on the Information for all Undergraduate Programmes page.

Assessment

You will be assessed in all the modules that you study. The programme team has designed a range of assessment methods to test your learning and development as you progress through the programme. See the Programme Assessment chart above.

The Union Cloud

Each module has a Cloud page, where you can access the Module Specification, which sets out how the module is to be assessed. Some modules use different methods of assessment from the conventional methods of 'essay' and 'exam' you are perhaps familiar with. If you are unsure of the assessment requirements, please contact the module leader.

Learning Outcomes

The purpose of assessment is to show that you have met the learning outcomes of that module. The learning outcomes are set out in the Module Specification.

Writing your assignment

All coursework and exam answers (except biblical language translations) must be written in English. Submissions cannot be accepted in any other language.

Submission Format

You must submit assessments in **Word, PowerPoint or PDF** format.

The file must be no larger than **10MB**.

Include your **Assessment Number** in the header or footer.

Include your **word count** at the end of the assignment.

Set up your page for **A4** paper in **portrait** style.

Margins must be of **20mm**.

The font size must be a minimum of **point 12 Times New Roman (or equivalent)** for the body of the assessment and footnotes must be 2 points smaller.

Line spacing in the body of the assessment must be a minimum of **1.5 lines**.

Number the pages consecutively.

Union School of Theology Style Sheet

The School uses the SBL author–title system of referencing. Information regarding this system will be given to new students at your induction session, and is available on the Union Cloud. The Style Sheet, which is also available on the Union Cloud, summarises the style requirements for footnote and bibliography references, and provides a number of worked examples. You will need to use the SBL system in all your coursework.

Submitting coursework

Submission deadlines for all coursework for your programme are published at the start of the academic year, on the Cloud, in the Assessment section of the Information for all Undergraduate Programmes and Information for all Taught Masters pages. Individual assignment deadlines are also given on the coursework paper(s) for each module.

Coursework must be submitted by **12 NOON** on the deadline day. Assignments must be submitted electronically via the Cloud, by clicking on the Turnitin Activity for that assignment (unless alternative submission instructions are supplied). Step by step instructions on electronic submission via Turnitin are provided in the “Submitting Work Online” booklet, available on the Cloud.



Coursework coversheets

For coursework which cannot be submitted via Turnitin, such as sermon recordings, your submission must be accompanied by a completed coversheet. This is available on the relevant module page on the Union Cloud.

The information to put on the coversheet

- your assessment number (not your name)
- the module number and module title
- the assignment title
- the submission deadline (and extension date if applicable)
- your Academic Malpractice declaration

Examinations

Past exam question papers may be available for revision purposes. These are on the Union Cloud module pages. The purpose of exams is to facilitate a review of the module content, or a range of elements of it, and to test the skills of ordering and manipulating information in the context of working to a strict time limit. Exams require disciplined periods of revision and practice at writing timed essays. Many students find collaborative working an incentive to such work.

If you are taking exams you should note the dates of exam weeks on the Academic Year Calendar, and keep those periods free. It is not possible to rearrange exam dates for students who have made other commitments on those dates. We aim to publish the exact day and time of each exam about two months prior to the relevant exam weeks, on the Cloud and on Union Campus notice boards.

Except where prevented by illness, or other sufficient cause, if you fail to present yourself for an exam at the time and place indicated in the published timetable you will be deemed to have failed in that part of the assessment. Misreading the timetable will not be considered a 'sufficient cause'.

Exam regulations will also be posted on the Union Cloud, and on Union Campus notice boards, before exam weeks.

Where to take exams

We encourage students to attend Union Campus to sit exams; however, if necessary, you may be examined at other centres. Wherever possible, assessments should be organised via the British Council. In cases where this is not possible, it may be possible for you to take exams at an institution of higher education. Any costs incurred must be borne by you – as a rough guide, some centres charge £50–100 for this service. Please note that, if you choose this option, we will need details, in order to make arrangements for you to sit your exams elsewhere, at least 6 weeks in advance of your first exam. You will need to provide us with full contact details (name, address, email and phone) for the person who is arranging invigilation for you. It will be your responsibility to find a suitable location. Your exams must take place on the same date, and at exactly the same time, as exams on campus.

Students in Learning Communities may wish to take exams as a group; please liaise with your Lead Mentor to find a suitable location or means of travelling to the Campus.

Multiple Submission of Material

In exceptional instances, you may discover that you have been presented with a coursework or exam question which is very similar to one for which you have previously submitted an assessment at UST. In such instances, it is not acceptable to resubmit work which substantially overlaps in content with work already submitted for assessment. Such instances will not be common, but may occasionally happen, for example, where different modules include some similar content.

You should note that it is also unacceptable to submit, for the purposes of coursework assessment, a piece of work which has previously been submitted for assessment for a programme of studies completed at another institution, or which substantially relies on such a previously submitted assessment.

Anonymous Marking

All work is marked anonymously. All students are given an Assessment Number at the beginning of their studies, and this number should be entered on all your assessments – coursework and exams.

Marking

Coursework and exams are marked in accordance with set marking criteria. These criteria descriptions are available on the Cloud, in the Assessment section of the Information for all Undergraduate Programmes and Information for all Taught Masters pages.

1. Assessments are, first, marked by the module's lecturer.
2. Then the marking is moderated by another UST lecturer.
3. The provisional mark is recorded.
4. For coursework, a scanned copy of the marker's feedback, marked coursework and the provisional mark will be emailed to you. This is normally done within four weeks during the semester, although it may be longer at other times. Feedback will be sent to your UST email account.
5. A representative sample of marked work is then sent for external examination.
6. Marks are confirmed at a Board of Examiners meeting, and then confirmed results are recorded.
7. You will receive your confirmed results by letter, via your UST email account.

Your marked coursework will be returned to you at the end of the academic year.

Exam scripts will not be returned, but you may approach your module lecturers, to receive feedback on exams.

The module pass mark for undergraduate study is 40%. You must achieve a mark of at least 40%, i.e. the basic pass mark, for all elements of assessment in **all** modules. **In line with our assessment regulations, a re-sit in any element within a module will result in the entire module being capped at the basic pass mark.**

External Examiners

External Examiners perform an essential role in the management and enhancement of academic quality and standards. External Examiners assist the college in the maintenance of its academic standards and in ensuring that these standards are comparable with those in the Higher Education sector across the country. All HE programmes will have External Examiners who will moderate the assessment process. The number of External Examiners will be determined by the type of programme and the requirements of any professional or validating bodies. The External Examiners will be nominated to, and confirmed in the role by the validating university.

An External Examiner, appointed by the validating university, will review the marks and the marking procedures of each Programme.

The External Examiner for your programme are:

Dr David Firth

Dr Scott Spurlock

Academic Appeals Procedure

All assessment decisions are subject to the rigorous quality assurance processes including second marking and scrutiny by External Examiners. If you feel that a procedural irregularity has occurred, there is a process by which you may lodge an appeal. Please note that academic judgement cannot be questioned.

For details of UST's Academic Appeals Procedure see the UST *Handbook of Policies and Procedures*.

Comments, compliments and complaints

UST is committed to creating an open and transparent environment in which students are encouraged to provide both complimentary and critical feedback.

The School's Complaints and Grievances in the UST *Handbook of Policies and Procedures* policy provides detailed advice about how to provide feedback on any aspects of your programme of study.

Resolving complaints

The School appreciates that even with the best of intentions, not everything always goes well or is satisfactory.

If you have an issue, or are unhappy with something connected to your programme, you should take the matter up with your Personal Tutor or the Programme Leader for your programme.

If you are not able to resolve your complaint with the programme team, or if you consider your complaint to be of a serious nature, you should follow the UST Complaints and Grievance Policy in the *UST Handbook of Policies and Procedures*, available in the library and on the UST Cloud. This explains the process, and also details of external bodies you can appeal to if you do not feel the complaint has been satisfactorily resolved.

Part IV: Library Resources and Internet

Your Learning Community will provide a suitable learning area in which students can work, meet and receive mentoring support. Each Learning Community is expected to provide a library of core texts. Lead Mentors are also strongly advised to help you find supplementary theological libraries locally, possibly in other institutions that would offer a group rate for access.

Content for each module is delivered via the Union Cloud. This is mostly in the form of video, audio and text material.

Graduate Diploma students working in Learning Communities are expected to buy key texts on reading lists for their own use.

You are welcome to make a study visit to the Union Campus in Bridgend to use library resources. This may be helpful if you are working on a number of assignments or revising for an exam. UST can provide inexpensive accommodation on campus for a study visit. Library facilities are also available during the annual Union Conference.

UST Librarian Donald Mitchell librarian@ust.ac.uk

Library Address: Union School of Theology, Bryntirion House, BRIDGEND CF31 4DX.

Telephone: 01656 645411

All students have membership of the UST library. The library is well-stocked, with about 30,000 theological and related books. Specialist collections contain the library of the theologian David Wright, material on the Church Father, Tertullian, Wesleyan study materials including the Arminian and Wesleyan Journals, and the personal library of Elwyn Davies, a major figure in the 20th century Welsh Student Revival and in the Evangelical Movement of Wales. There is also a range of Welsh language materials, mainly historic, and currently partially catalogued.

The library has a computerised catalogue and lending system (Heritage) which is available online. We have extensive runs of over 150 periodicals, some of which are available electronically. Electronic resources also include E-books, links to a wide variety of biblical and related resources and the major ATLA and ProQuest Religion databases.

Study facilities are available, including desks with laptop connections and wireless internet access.

Key points:

- The UST librarian can help locate specialist libraries
- On-line access to the Library Catalogues through the Union Cloud

Finding information in the Library

The books are arranged by the *Dewey Decimal Classification* which is the scheme used by most public and many university libraries. Dewey sorted the whole of knowledge into 10 main classes, giving them each a range of numbers – for instance, Religion is given 200–299.

Scanning and Photocopying

The library contains a photocopier for the use of students. However, the importance of not contravening the Copyright Act must be stressed. According to the Act, if a work is in copyright, it is not permissible to photocopy more than any one article from any issue of a periodical, nor more than one chapter or 5% of a book, whichever is the shorter.

The length of time for which copyright exists has been extended. The rights of an author in his work extend to 70 years after his death or 70 years from the time the work was first made available to the public. The rights of a publisher over the typographical arrangement of a work last for 25 years after its first publication.

If you are unable to find a book or journal locally, a scan or photocopy of an extract from a books or journal in the library's stock can be requested from the UST librarian. There will be a small charge for items photocopied and posted to cover costs.

Learning Community Library

Your learning community will have a small library of books to support your learning needs. Please familiarise yourself with the books it contains and the procedure for borrowing books. You will need to find other resources to support your learning, and the UST librarian will try and assist you with this.

Other Libraries

It is important that you find a suitable library in your area and learn what facilities it offers. To establish that you are a bona fide student, show your identity card. Find out how to use their computer or card catalogues. Identify which journals might be relevant. Ask if there are printed indices to these. The British Theological and Philosophical Libraries (ABTAPL) may help you locate libraries near you. The Association also publishes *The ABTAPL Union List of Periodicals*, Swindon, 2000. This gives an alphabetical list of journals and their locations. You can consult it on the web at <http://www.le.ac.uk>

Please let the Librarian know if you want to find out if there is a theology collection near you, or find out for yourself by going to www.le.ac.uk/ABTAPI, and then to the “Library Details” section, searching under a town near you.

Academic libraries may allow you to use their stock for research and private study, although an increasing number will charge for regular use of their resources. Some will allow you to borrow books on payment of an annual fee. It is worth knowing that the catalogues of many academic libraries are available online. A comprehensive listing of the online catalogues (OPACs) of UK university libraries is available at the HERO site (Higher Education & Research Opportunities in the UK)
http://www.hero.ac.uk/reference_resources/online_library_catalogues3792.cfm.

However, bear in mind that no automated catalogue will be a comprehensive record of a university's holdings. There will usually be a large number of books published more than twenty or thirty years ago which will only be found on the in-house card catalogue. Before travelling to a library, don't forget to check its access policy and opening hours, which will probably appear on its web page.

Public libraries that do not have the book you want may be able to borrow it from libraries that do. For those which are on the web see
<http://dSPACE.dial.pipex.com/town/square/ac940/weblibs.html>.

Loans from other Libraries

Please understand that the majority of the material in the UST Library is REFERENCE ONLY. The Library may be able to undertake loans/photocopies from other libraries, but this is not a free service.

Electronic Resources: Internet Access

UST subscribes to a series of online databases which can be accessed from the home computers of students, using passwords which can be obtained from the librarian

These include the full text ATLA Religion and Philosophy database.

Some of the journals to UST subscribes also have placed their contents online.

Bookshops

Students are expected to buy some books for themselves, and lecturers recommend a minimum list of essential texts.

PART V: Programme Specification

Introduction

This document describes the Union School of Theology Graduate Diploma in Theology using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications* (2006).

The UST GDip in Theology is a CATS² point programme of study comprising 120 CATS (60 ECTS) points at level 6.

The Programme Specification document can be viewed on the Union Cloud.

Distinctive features of the programme structure

The course is studied over two years with three modules being taken in year one and three modules in year two. There are three compulsory modules, one in the Biblical Studies strand and two in the Theological and Historical Studies strand. In addition, students choose two modules from the Ministerial Practice strand and one language module – Hebrew Grammar, Greek Grammar of English Texts.

Programme regulations

Admission

- Admission to the programme follows the general principles and regulations of the School for the admission of students. Entry to this degree programme requires a previous undergraduate degree.
- Applications are welcomed from candidates both in the UK and from outside the UK, who can travel to one of the UST Learning Communities.
- Candidates are asked to complete an application form and provide certificated evidence of their previous degree.

Award

- The Graduate Diploma is awarded without classification.

Completion of the Study programme

- The length of the Graduate Diploma is 2 years part-time, and students will normally be expected to complete the programme during this period.

² Credit Accumulation and Transfer Scheme.

- In other cases, all studies must be completed within 4 years of admission to the course.

Assessment and Progression

- Students must pass each *module*
- Each assessment component in any subject must be completed.
- Student progression is monitored at least twice a year by the Programme Leader. Where expected progress is not being achieved, contact is made with the student by the Programme Leader.

Compensation/resitting/repeating

- Students receiving a fail grade for an assessment *may* re-submit/re-sit but *must* do so *only if this is necessary for the passing of the module*.
- Where a student fails a module, the following may apply in the first instance:
 1. Resit – a second attempt of an assessment component within a module, following failure at first attempt.
 2. Compensation – the award of credit by the Board of Examiners for a failed module(s) on account of good performance in other modules at the same credit level where the learning outcomes have been met.
 3. Retake – a second attempt of all assessment components within a module following failure at the first or resit attempt. Retake of the failed component may require the student to participate in classes to prepare them for the second attempt. This will be confirmed at the Board of Examiners.

You must pay a reassessment fee of £100 per module, up to a maximum of £600 per student per year; this fee must be paid by the coursework deadline or, for exams, 11 August 2019. There is no fee for deferred assessment or where extenuating circumstances have been accepted.

Reassessment for all undergraduate modules occurs after the end of Semester 2. Students being reassessed in coursework will be sent a new assessment paper shortly after the release of the results, in July. All reassessment exams will take place during Reassessment Week in August.

A student is entitled to one re-submission/re-sit of any failed assessment. The regulations on re-sitting an assessment are set out in the *Regulations for Validated Awards of the Open University*, Section 17. Where there are Extenuating Circumstances the Board of Examiners has discretion to decide whether a further assessment opportunity shall be permitted, unless prohibited by the rules of the programme.

Programme specification

1. Overview/ factual information

Programme/award title(s)	Graduate Diploma Theology
Teaching Institution	Union School of Theology
Awarding Institution	The Open University (OU)
Date of first OU validation	
Date of latest OU (re)validation	N/A
Next revalidation	
Credit points for the award	120
UCAS Code	N/A
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	Theology and Religious Studies
Other external and internal reference points used to inform programme outcomes	N/A
Professional/statutory recognition	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	PT, DL
Duration of the programme for each mode of study	4 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	

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

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

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

2.1 Educational aims and objectives

The programme has the following general educational and specific aims:

1. to provide the essential bases of theological education in biblical studies, theological studies and ministerial practice within a Reformed evangelical framework through flexible and distributed learning.
2. to prepare students intellectually, spiritually and practically to understand and articulate Christian teaching in various forms of ministry practice.
3. to develop a range of key skills such as communication, formulating and evaluating a coherent argument, appropriate use of data and evidence, drawing implications for various contemporary contexts.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

N/A

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

N/A

2.4 List of all exit awards

Graduate Diploma Theology

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Studies in the Old and New Testaments	20	One of:			
Studies in Systematic Theology	20	Hebrew Grammar	20	Y	1 & 2
Turning Points in Church History	20	Greek Grammar	20	Y	1 & 2
		Biblical Texts: English Exegesis	20	Y	1 & 2
		Studies in Preaching and Pastoral Theology	20	Y	1 & 2
		Church and Mission			
		Children's, Youth and Family Ministry	20	Y	1 & 2
		Urban Ministry and Theology	20	Y	1 or 2
			20	Y	1 or 2

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of this programme, students should be able to:</p> <p>1.1. demonstrate detailed knowledge and systematic understanding of the source texts of Christianity and key concepts in the core disciplines of biblical studies, theological studies and applied studies, with reference to Christian practice and advanced scholarship, some of which is at the forefront of the discipline, and with an appreciation of uncertainty and ambiguity.</p> <p>1.2. demonstrate a systematic understanding of a range of methods, theories and practices relevant to the subject of study.</p>	<p>The IT-based course management system (Moodle) forms the platform on which teaching is delivered to distance learners by means of teaching videos, and other teaching and learning resources, such as summary notes, readings, PowerPoint slides. Students also have direct access to module lecturers by a variety of means, including email, use of an online discussion forum, a Skype session with the module lecturer each semester. Students meet on a weekly basis in learning communities where they receive learning support from mentors and also benefit from peer support.</p> <p>Both formative and summative assessment is employed. Formative assessment includes group activities, discussion, lecturer feedback, homework exercises. Summative assessment includes written examinations, written assignments, such as essays and reflective writing, videos of practice.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of this programme, students should be able to:</p> <p>2.1. demonstrate the competent use of appropriate methods of study, including linguistic, literary, historical, philosophical, hermeneutical, practical and pastoral approaches, to evaluate, consolidate and extend their knowledge and understanding;</p> <p>2.2 develop and present a complex argument, demonstrating the ability to critically identify and deploy appropriate primary and secondary sources, analysing the data and synthesising a wide range of evidence.</p>	<p>The IT-based course management system (Moodle) forms the platform on which teaching is delivered to distance learners by means of teaching videos, and other teaching and learning resources, such as summary notes, readings, PowerPoint slides. Students also have direct access to module lecturers by a variety of means, including email, use of an online discussion forum, a Skype session with the module lecturer each semester. Students meet on a weekly basis in learning communities where they receive learning support from mentors and also benefit from peer support.</p> <p>Both formative and summative assessment is employed. Formative assessment includes group activities, discussion, lecturer feedback, homework exercises. Summative assessment includes written examinations, written assignments, such as essays and reflective writing, videos of practice.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of this programme, students should be able to:</p> <p>3.1 critically apply detailed knowledge and systematic understanding of the Bible and related texts, and of the historical and theological development of Christianity to ecclesiological practice and ministerial contexts;</p>	<p>The IT-based course management system (Moodle) forms the platform on which teaching is delivered to distance learners by means of teaching videos, and other teaching and learning resources, such as summary notes, readings, PowerPoint slides. Students also have direct access to module lecturers by a variety of means, including email, use of an online discussion forum, a Skype session with the module lecturer each semester. Students meet on a weekly basis in learning communities where they receive learning support from mentors and also benefit from peer support.</p>

3C. Practical and professional skills	
3.2 improve their own learning, performance, reflective practice and skills necessary for employment in Christian ministry, demonstrating an ability to exercise initiative and resolve problems.	Both formative and summative assessment is employed. Formative assessment includes group activities, discussion, lecturer feedback, homework exercises. Summative assessment includes written examinations, written assignments, such as essays and reflective writing, videos of practice.

3D. Key/transerable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of this programme, students should be able to:</p> <p>4.1 use information technology, computer and literary skills for data capture and communicate accurately information, concepts, arguments and theories in a variety of formats both to specialist and non-specialist audiences, demonstrating appropriate use of primary and secondary sources with full and accurate references;</p> <p>4.2 develop assignments which sustain and evaluate an argument, largely through independent enquiry, and which draw on a range of scholarly resources.</p>	<p>The IT-based course management system (Moodle) forms the platform on which teaching is delivered to distance learners by means of teaching videos, and other teaching and learning resources, such as summary notes, readings, PowerPoint slides. Students also have direct access to module lecturers by a variety of means, including email, use of an online discussion forum, a Skype session with the module lecturer each semester. Students meet on a weekly basis in learning communities where they receive learning support from mentors and also benefit from peer support.</p> <p>Both formative and summative assessment is employed. Formative assessment includes group activities, discussion, lecturer feedback, homework exercises. Summative assessment includes written examinations, written assignments, such as essays and reflective writing, videos of practice.</p>

Students who successfully complete the programme receive a Graduate Diploma in Theology

4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules

where in the programme structure students must make a choice of pathway/route

The programme consists of a collection of modules divided into three strands: Biblical Studies; Theological & Historical Studies; Ministerial Practice

Biblical Studies

Hebrew Grammar

Greek Grammar

Biblical Texts: English Exegesis

Studies in the Old and New Testaments

Theological and Historical Studies

Studies in Systematic Theology

Turning Points in Church History

Ministerial Practice

Studies in Preaching and Pastoral Theology

Church and Mission

Children's, Youth and Family Ministry

Urban Ministry and Theology

The following modules are compulsory:

Studies in the Old and New Testaments

Studies in Systematic Theology

Turning Points in Church History

In addition, students must take one of: Hebrew Grammar, Greek Grammar, Biblical Texts: English Exegesis. (They may not take more than one of these language modules.)

5. Support for students and their learning

Students have access to the School's VLE which has teaching and learning material, generic induction resources, including Study Skills material, as well as information on administrative matters. Students have access both to a campus library as well as the School digital library with its varied resources. Students are assigned to a member of teaching staff who acts as a personal tutor, providing academic and pastoral support. Students also have access to a Welfare Officer. Lead Mentors provide learning support. All students are provided with a Programme handbook which contains, amongst other things, information about the generic support services provided by the School.

6. Criteria for admission

Normally, applicants should have an honours degree in any subject.

Where applicants do not meet the normal entry criteria, admission may be permitted if the applicant's experience and/or qualifications can reasonably be expected to suggest that the applicant will succeed on the programme. The School's RP(E)L processes will be used for gathering and assessing evidence.

Claims for credit in relation to prior certificated or experiential learning is not permissible for the Graduate Diploma.

An *Academic* IELTS score (or equivalent) from a UKVI approved SELTS Centre of 6.0 is required where the applicant is not a native English Speaker (according to the UKVI list of approved English speaking countries), with a minimum of 6.0 in all categories. IELTS scores will only be accepted within two years of the test result. Exemptions from English language requirements are normally only granted to those who have either been resident in the UK for a long period of time or who have obtained their academic entry qualifications through the medium of English from a recognised institution in a majority English speaking country.

The admission process requires the completion of an application form and attendance at an interview.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. Methods for evaluating and improving the quality and standards of teaching and learning.

- Student feedback is collected annually for all modules delivered. This is considered by the lecturer, who, in consultation with the Programme Leader, responds and, as appropriate, identifies and implements changes, in light of feedback.
- A student-administered survey is conducted annually, covering a variety of issues, including aspects related teaching and learning. The results are discussed in the Programme Committee.
- All new teaching staff receive induction and mentoring in their first year. All new, salaried, full-time teaching staff are required, and other staff are encouraged, to seek HEA Fellowship.
- Good practice in both teaching and mentoring is actively disseminated.
- Staff development workshops are held on campus each year, and, where appropriate, staff are given access to external learning opportunities for staff development, such as conferences and training courses.
- All teaching staff are subject to peer observation: full-time staff annually, part-time teaching staff at least every two years.
- Learning Communities are observed regularly by experienced UST teaching staff, to ensure the quality of the learning experience and to identify good practice.
- Academic provision is reviewed annually by the Programme Committee, including data emerging from various quality processes relating to teaching and learning, such as module feedback, external examiner reports, peer observation of teaching staff, and teaching videos.

10. Changes made to the programme since last (re)validation

N/A

Annexe 1 - Curriculum map

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

Level	Study module/unit	A1.1	A1.	B2.	B2.	C3.1	C3.	D4.	D4.
6	Studies in Systematic Theology	✓		✓	✓	✓		✓	✓
	Turning Points in Church History	✓	✓	✓	✓	✓		✓	✓
	Studies in Preaching and Pastoral Theology	✓	✓	✓	✓	✓	✓	✓	✓
	Studies in the Old and New Testaments	✓	✓	✓	✓	✓	✓	✓	✓
	Hebrew Grammar	✓		✓				✓	
	Greek Grammar	✓		✓				✓	
	Biblical Texts: English Exegesis	✓	✓	✓	✓	✓	✓	✓	✓
	Church and Mission	✓	✓	✓	✓	✓		✓	✓
	Children's, Youth and Family Ministry	✓	✓	✓		✓	✓	✓	✓
	Urban Ministry and Theology	✓	✓	✓	✓	✓	✓	✓	✓