



STUDENT HANDBOOK
2019/20

Bachelor of Arts Programme

Published by:

Union School of Theology

Bryntirion House

BRIDGEND

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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 is 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. Student representatives sit on both the Academic Board and the Quality Assurance Committee.

Each programme has its own Programme Committee, which works to support the Provost of the School in the implementation of agreed policies, and monitors 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 Programmes Administrator supports him in this work.

The Bachelor of Arts (BA) 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

Financial queries		
Kevin Green	<i>Finance & HR Officer</i>	finance@ust.ac.uk
	<i>Mon-Fri 09.00-17.00</i>	
Registration, course and related queries		
Emily Scally	<i>Academic Registrar</i>	academicregistrar@ust.ac.uk
	<i>Mon-Fri 09.00-17.00</i>	
Tibbie Kendall	<i>Programmes Administrator</i>	programmes@ust.ac.uk
	<i>Mon-Fri 09.00-17.00</i>	
Information Technology		
Paul Thompson	<i>ICT and Network Administrator</i>	admin@ust.ac.uk
	<i>Mon-Fri 08.00-16.00</i>	
Library and Learning Resources		
Donald Mitchell	<i>Librarian</i>	librarian@ust.ac.uk
	<i>Mon-Fri 09.00-17.00</i>	
Complaints and Appeals		
		academicregistrar@ust.ac.uk
Emily Scally (Complaints Officer)	<i>Academic Registrar</i>	
	<i>Mon-Fri 09.00-17.00</i>	
Admissions		
Stephen Unwin	<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 if 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 Programmes Administrator, 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 on the Union Cloud and [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 Emily Scally. If you wish to have access to your records at the School or have any questions about the information we hold you should contact Emily at academicregistrar@ust.ac.uk. You will find the UST Data Protection Policy on the Union Cloud and our [website](#).

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 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.

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 Tutor for Wellbeing and Community, Sheila Stephen. Sheila is a 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 <https://www.ust.ac.uk/admissions/procedures>]

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 <https://www.ust.ac.uk/admissions/procedures>]

EMILY SCALLY – 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 on the Union Cloud and our [website](#). 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

For details of any available scholarships, see: <https://www.ust.ac.uk/students/fees-funding>.

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 Programmes Administrator (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 Greek or Hebrew grammar 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 in its institutional life. 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 each year, all students are invited to submit a Programme Feedback Form. Feedback summaries and details of committee meetings are published on the Union Cloud.

For each programme, a student representative is elected, to represent their fellow-students on the programme committee, which meets at least twice each semester.

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

Tom Roberts

thomasroberts@ust.ac.uk

Regulations, Policies and Procedures

The UST BA Programme operates under the *Regulations for Validated Awards of the Open University*. These Academic regulations are available on Union Cloud and our [website](#). All the policies and procedures relating to the programme are found on the Union Cloud and our [website](#). Students should familiarise themselves with this in case of issues or situations arise where they need help. Particular attention should be given to the following policies.

Complaints

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 Policy* found on the Union Cloud and our [website](#). You have the right to make an informal and / or formal complaint or request a formal review. 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 on the Union Cloud and our [website](#).

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 on the Union Cloud and our [website](#).

Extenuating Circumstances

UST recognises that students may suffer from a sudden illness, or other serious and unforeseen event or unavoidable 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 on the Union Cloud and our [website](#).

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 on the Union Cloud and our [website](#).

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 on the Union Cloud and our <https://www.ust.ac.uk/admissions/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.

The Union School of Theology BA (Hons) in Theology is validated by The Open University.

Part II: Programme information

Bachelor of Arts 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

BA (Hons) Theology

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 external peer review by The Open University, as being of an appropriate standard and quality to lead to the Open University validated award of *Bachelor of Arts (Hons) in Theology*.

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

Duration of Programme and mode of study: 3 years full-time on campus, up to 6 years part-time on campus.

Credit value and notional learning time for the Programme

Credit value: 360 credits (UK); 180 ECTs

3,600 learning hours

This is a modular programme leading to a *Bachelor of Arts*, which may be studied full- or part-time. The central features of the programme are:

- a full-time course over 3 years, or part-time over up to 6 years
- teaching by lecture, seminar, class discussions and activities, self-study, academic writing, 'homework' exercises
- Interaction with other students
- interaction with module lecturers face-to-face and via email and Union Cloud forums.

Site where the Programme is to be delivered:

The Programme is delivered on the Union Campus, at Bryntirion House. You will study with other students, encourage one another and have access to the Union Library. If you are full-time, you will typically need to study around 44 hours a week, including lectures, self-study, and preparing for assessment, throughout the academic year.

The academic year starts with the Union Conference, held on Union Campus. You are required to attend each year. The Conference includes induction and orientation sessions, to equip you with the appropriate study skills. It is also 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 enrol for the modules you are taking this year.

Programme rationale

The BA Theology is designed to provide a broad-based programme of studies in theology covering a range of disciplines. The School's emphasis on Evangelical and Reformed theology makes the programme distinctive, bringing an emphasis on the Biblical Studies, Biblical Languages, and Historical Theology and Church History. Many of UST's students are undertaking theological study for the purposes of Christian vocation, typically church-based ministry. The programme also provides a basis for postgraduate study, which comprises a significant part of the UST student body.

Union School of Theology (UST) welcomes students from a range of backgrounds. Its validated programmes in theology require students to develop and demonstrate the skills set out in detail in the UK Quality Assurance Agency's Subject Benchmarks for Theology and Religious Studies, and at the levels set by the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). These are reflected in each programme specification, and in the individual module descriptions.

UST serves churches within the Evangelical and Reformed theological tradition, from which many of our students come. We place a particular focus on training students who are intending to go into vocational Christian ministry, although we welcome students who have other outcomes in mind. Many are new to theological study.

Degree programmes in theology at this academic level are designed to enable students to understand their own tradition and those of others.¹ When studying at UST you will explore the Evangelical and Reformed tradition and some of the key questions and challenges that it faces. Alongside this you will also consider a range of other past and present theological traditions and perspectives, allowing you to compare and contrast them. This enables you to

¹ QAA Subject Benchmarks, Theology and Religious Studies, Section 3

think carefully and self-critically about your own context, outlook, and traditions, to deepen your understanding and appreciation of why people hold different concepts and principles.

The study of theology is deeply enriching, but it is also challenging in that it encourages examination of various worldviews, beliefs, values and practices, which encourages self-reflection and self-evaluation.¹ At UST there is a special emphasis on Christianity's source texts, notably the Bible (in its original languages), and primary sources from its history and different Christian theological traditions.²

At level 4 (Cert HE) you will cover study key Biblical texts, explore major theories, movements and thinkers in the Christian tradition,³ including the Evangelical and Reformed Tradition, which you will be asked to evaluate and interpret. In doing this you will learn how to develop lines of argument and come to judgements based on the theories and concepts within the theological discipline. You will begin to develop key skills for vocational ministry. Different approaches to key problems and their resolution will be evaluated, and you will need to communicate your responses clearly and effectively.

At Level 5 (Dip HE) you will be asked to show knowledge and critical understanding of the central principles of Biblical studies, theology and Christian practice, and especially how they have been developed in the Evangelical and Reformed tradition. These will be applied in different contexts, including the placement, which is a required element at both levels 5 and 6. You will have opportunity to explore the main theological theories and use a range of methods to analyse the evidence and various arguments. You will learn about the complexity of other different theological viewpoints and the issues of multiple and conflicting interpretations. You will have opportunity to evaluate critically various approaches to resolving theological problems and debates including those raised in both past and recent scholarship in the evangelical and Reformed tradition. The limitations of our theological knowledge will be assessed, and how that influences differing interpretations. Your studies will help you develop existing skills, and new competencies, all of which are designed to enable you to perform effectively in various forms of vocational Christian ministry.

At Level 6 (BA Honours) 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

¹ QAA, Subject Benchmarks, 1: 11.

² QAA Subject Benchmark Statements 2.4

³ QAA Subject Benchmark Statement 3.2

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. ¹ At level 6 you 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 a broad-based theological education in the core disciplines of biblical studies, theological studies and ministerial and missional practice within a Reformed evangelical framework.
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.

Essential elements of the course:

- A flexible BA in Theology which may be studied full- or part-time.
- A course curriculum delivered through lectures, seminars and other interactive classes, taught by a highly-qualified faculty, with library and ICT support.
- A curriculum which meets the requirements for theological study.
- Required placements which prepare students for future vocational ministry.
- Assessment through written examinations and coursework.

¹ QAA Subject Benchmarks 5.4.

The Curriculum

	<i>Biblical Studies</i>	<i>Theological & Historical Studies</i>	<i>Ministerial & Missional Practice</i>
<i>Level 4</i>	TH4841 Pentateuch	TH4846 Foundations of Systematic Theology	TH4844 Building Ministry Skills
100 credits compulsory	<i>One of:</i> TH4803 Hebrew Grammar TH4804 Greek Grammar TH4842 English Text: Old and New Testaments	TH4843 From Pentecost to the Reformation	TH4845 Foundations of Missional Practice
<i>Level 5</i>	TH5851 Wisdom and Prophets	TH5852 Systematic Theology I	TH5854 Ministry Placement I (10 credits)
80 credits compulsory	TH5802 Gospel Studies	TH5853 From the Puritans to the Evangelical Revival	TH5855 Preaching and Communication
	<i>One of:</i> TH5805 Hebrew Grammar TH5806 Greek Grammar		
	<i>One of:</i> TH5803 Hebrew Reading I TH5857 Greek Reading I		
TH5856 Independent Study (10 credits)			
<i>Level 6</i>	TH6802 Pauline Studies	TH6851 Systematic Theology II	TH6852 Ministry Placement II
80 credits compulsory	<i>One of:</i> TH6811 Hebrew Reading I TH6812 Greek Reading I	TH6804 The Church in the Modern World	TH6853 Pastoral Theology and Ministry
	<i>One of:</i> TH6813 Hebrew Reading II TH6854 Greek Reading II		
TH6835 Dissertation			

All modules are worth 20 credits, unless indicated otherwise. **Compulsory modules are highlighted in yellow.**

The BA programme consists of three levels. To progress from one level to the next you must, normally, have successfully completed 120 credits.

If you are studying part-time, you may enrol for modules at more than one level. However, under no circumstances are you permitted to commence Level 6 study until 120 credits have been gained at Level 4.

A full-time student would normally obtain 120 credits to complete a level during one Academic Year, thus completing all three levels in three years.

A part-time student may take a variable number of credits in any given year, provided that studies are completed within the overall time-scale.

The time limit for completing the whole BA programme (all three levels), on a part-time basis, is six years.

Overview of Modules

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

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

The maximum time allowed for completing the whole BA programme, on a part-time basis, is six 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

Level 4 module assessment

Module No	Module Name	Coursework	Weighting	Exam	Weighting
TH4846	Foundations of Systematic Theology	2,000w essay	50%	2hrs	50%
TH4803	Hebrew Grammar			2hrs x 2	50% x 2
TH4804	Greek Grammar			2hrs x 2	40% + 60%
TH4842	English Text: Old and New Testaments	2,000w essay x 2	50% + 50%		
TH4843	From Pentecost to the Reformation	2,000w essay x 2	50% + 50%		
TH4845	Foundations of Missional Practice	2,000w essay x 2	50% + 50%		
TH4841	Pentateuch	2,000w essay	50%	2hrs	50%
TH4844	Building Ministry Skills	Essay + sermon	50% + 50%		

Level 5 module assessment

Module No	Module Name	Coursework	Weighting	Exam	Weighting
TH5855	Preaching and Communication	15 min sermon + 1,500w essay + 15 min sermon + 1,500w essay	25% x 4		
TH5803	Hebrew Reading I			2hrs x 2	50% x 2
TH5857	Greek Reading I	2,000w exegetical essay	40%	2hrs	60%
TH5805	Hebrew Grammar			2hrs x 2	50% x 2
TH5806	Greek Grammar			2hrs x 2	40% + 60%
TH5852	Systematic Theology I	2,000w essay	50%	2hrs	50%

TH5851	Wisdom and Prophetic Literature	2,000w exegetical essay	40%	2hrs	60%
TH5802	Gospel Studies	2,000w essay	50%	2hrs	100%
TH5856	Independent Study	4,000w essay	100%		
TH5854	Ministry Placement I	Report from placement supervisor + 2,000w reflective report	20% + 80%		
TH5853	From the Puritans to the Evangelical Revival	4,000w essay	100%		

Level 6 module assessment

Module No	Module Name	Coursework	Weighting	Exam	Weighting
TH6802	Pauline Studies	2,000w essay	50%	2hrs	50%
TH6804	Church in the Modern World	4,000w essay	100%		
TH6813	Hebrew Reading II	2,000w essay	60%	1.5hrs	40%
TH6812	Greek Reading I	2,500w exegetical essay	40%	2hrs	60%
TH6811	Hebrew Reading I			2hrs x 2	50% x 2
TH6854	Greek Reading II	2,500w exegetical essay	40%	2hrs	60%
TH6853	Pastoral Theology and Ministry	2,000w essay + 2,000w case study	50% x 2		
TH6852	Ministry Placement II	Report from placement supervisor + placement diary + 4,000w reflective report	20% + 10% + 80%		
TH6851	Systematic Theology II	2,000w essay	50%	2hrs	50%
TH6835	Dissertation	6,000w project	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.

LEVEL 4 MARKING CRITERIA	KNOWLEDGE & UNDERSTANDING	COGNITIVE SKILLS – CRITICAL THINKING	COGNITIVE SKILLS – METHODS	COMMUNICATION SKILLS (Academic)	KEY TRANSFERABLE SKILLS – PRESENTATION	KEY TRANSFERABLE SKILLS – MINISTRY SKILLS
80+ Outstanding	comprehensive knowledge of subject and subject-specific terminology outstanding knowledge of primary and secondary texts outstanding understanding and awareness of issues, concepts and theories	very mature handling of other views, strong synthesis, critical analysis, interpretation and evaluation outstanding levels of perception, critical insight and creativity	authoritative and highly persuasive development of argument, focus, balance & proportion, highly proficient methods including handling of primary and secondary sources evidence of outstanding planning, preparation and self-organisation	exceptional clarity and comprehensiveness, with sustained, orderly and logical progression of thought leading to outstanding conclusions outstanding level of consistency of tone and argument, without irrelevancy or repetition outstanding use of the subject's academic discourse	outstanding spelling, grammar, punctuation, referencing, bibliography outstanding readability and powers of expression	outstanding integration of theory and practice highly successful demonstration of personal ministry practice and specialist skills outstanding reflection on practice which has potential to create new insights into practice
70-79 Excellent	excellent knowledge of relevant information and key texts accurate understanding and appropriate use of terminology thorough grasp of concepts theories, and insight into issues, and their relevance and significance	excellent handling of other views, strong synthesis, critical analysis, interpretation and evaluation excellent levels of perception, critical insight and creativity	excellent development of argument, focus, balance and proportion very appropriate and effective method, as well as use of primary and secondary sources excellent planning, preparation and self-organisation	excellent clarity and comprehensiveness, with sustained, orderly and logical progression of thought to well-founded conclusions very high level of consistency of tone and argument, without irrelevancy or repetition excellent use of the subject's academic discourse	excellent spelling, grammar, punctuation, referencing clearly articulated, precise and concise with good powers of expression and accurate use of language	excellent integration of theory and practice very successful demonstration of personal ministry practice and specialist skills excellent reflection on practice with awareness of implications for ministry
60-69 Very good	very good knowledge of relevant information and expected reading accurate and appropriate use of theological terms and ideas sound grasp of key concepts, theories and most issues and their relevance and significance	very good handling of other views, evidencing synthesis, critical analysis, interpretation, and evaluation very good levels of perception, critical insight and creativity	very good development of argument, focus, balance and proportion appropriate and effective method, as well as use of primary and secondary sources proficient planning, preparation and self-organisation	very good clarity and comprehensiveness, with sustained, orderly and logical progression of thought leading to well-founded conclusions very good consistency of tone and argument, without irrelevancy or repetition very good use of the subject's academic discourse	very accurate spelling, grammar, punctuation, referencing and bibliography very good powers of written expression, and easy to read	very good integration of theory and practice very successful demonstration of personal ministry practice and specialist skills very good reflection on practice

LEVEL 4 MARKING CRITERIA	KNOWLEDGE & UNDERSTANDING	COGNITIVE SKILLS – CRITICAL THINKING	COGNITIVE SKILLS – METHODS	COMMUNICATION SKILLS (Academic)	KEY TRANSFERABLE SKILLS – PRESENTATION	KEY TRANSFERABLE SKILLS – MINISTRY SKILLS
50-59 Good	good general knowledge of relevant information based on appropriate reading generally accurate use of terminology, and awareness of concepts, theories, issues, and the relevance & significance of the subject	good analysis & interaction with issues and fair-minded handling of other views good evidence of interpretation and evaluation	good development of argument, focus, balance and proportion generally appropriate and effective method, as well as use of primary and secondary sources good planning, preparation and self-organisation	good level of clarity and comprehensiveness, with sustained, orderly and logical progression of thought to viable conclusions good consistency of tone and argument, with possibly occasional irrelevancy or repetition good use of the subject's academic discourse	generally good spelling, grammar, punctuation, referencing and bibliography good powers of expression, readability and use of language/terminology	good integration of theory and practice successful demonstration of, and reflection on, personal ministry practice and specialist skills good reflection on practice
40-49 Adequate	adequate knowledge and reading adequate use of terminology adequate understanding of concepts, theories, issues and the relevance & significance of the subject	adequate analysis & interaction with issues and handling of other views some evidence of independent judgement and evaluation	adequate development of argument, focus, balance and proportion acceptable method, as well as use of primary and secondary sources adequate planning, preparation and self-organisation	adequate clarity and comprehensiveness, with some orderly and logical progression of thought to generally viable conclusions adequate consistency of tone and argument, possibly marked by irrelevancy or repetition adequate use of the subject's academic discourse	adequate overall presentation adequate spelling, grammar, punctuation, referencing and bibliography some inaccuracies and errors but none major	adequate integration of theory and practice capable demonstration of personal ministry practice and specialist skills adequate reflection on practice
30-39 Fail	gaps in knowledge with limited use of set reading some inaccurate use of terminology significant gaps in understanding of concepts, issues, theories and relevance / significance	limited analysis & interaction with issues and handling of other views insufficient evidence of interpretation and evaluation	weak development of argument, focus, balance and proportion inconsistencies in method, use of primary and secondary sources some weaknesses in planning, preparation and self-organisation.	not always clear or comprehensive, with disjointed logical progression and insufficient support for conclusions inconsistencies in tone and argument, with irrelevant or repetitious material inadequate use of the subject's academic discourse	less than adequate standard of presentation less than adequate spelling, grammar, punctuation, referencing and bibliography numerous inaccuracies and errors, some major.	uneven balance between theory and practice weak demonstration of personal ministry practice and specialist skills limited reflection on practice

LEVEL 4 MARKING CRITERIA	KNOWLEDGE & UNDERSTANDING	COGNITIVE SKILLS – CRITICAL THINKING	COGNITIVE SKILLS – METHODS	COMMUNICATION SKILLS (Academic)	KEY TRANSFERABLE SKILLS – PRESENTATION	KEY TRANSFERABLE SKILLS – MINISTRY SKILLS
20-29 Fail	unacceptably weak or inaccurate knowledge base and minimal or no reading of key text(s) significant weaknesses in understanding concepts, theories and issues misunderstanding of question	little interaction with issues or handling of other views inadequate evidence of interpretation or evaluation	inadequate development of argument, focus, balance and proportion inadequacies in: - method or wrong method, - use of primary and secondary sources poor planning, preparation and self-organisation	lack of coherence or logical progression with ill-founded or no conclusions inconsistent tone and argument, with much irrelevant or repetitious material little use of the subject's academic discourse	very poor standard of presentation very poor expression with many serious errors of spelling, grammar, punctuation referencing inaccurate or absent	lack of integration of theory and practice inadequate demonstration of personal ministry practice and specialist skills absence of reflection on personal ministry practice
under 20 Fail	knowledge absent or information incorrect absence of understanding of issues, theories and concepts; erroneous views expressed no understanding of question	no critical awareness or interaction with issues or other views no interpretation or evaluation	no development of argument, focus, balance and proportion wrong method, and no use of primary and secondary sources no planning, preparation and self-organisation	no structure, clarity, or conclusions tone and argument inappropriate, with irrelevant content academic discourse absent or inappropriate	wholly unacceptable standard of presentation work hard to follow and full of serious errors of spelling, grammar, punctuation referencing absent	no integration of theory and practice no evidence of demonstration of personal ministry practice and specialist skills no reflection on practice

LEVEL 5 MARKING CRITERIA	KNOWLEDGE AND UNDERSTANDING	COGNITIVE SKILLS – CRITICAL THINKING	COGNITIVE SKILLS – METHODOLOGY	COMMUNICATION SKILLS (ACADEMIC)	KEY TRANSFERABLE SKILLS – PRESENTATION	KEY TRANSFERABLE MINISTRY SKILLS
80 + Outstanding	outstanding knowledge based on comprehensive range of primary and secondary texts outstanding understanding of key issues, theories, concepts and the significance of material advanced level use of language of discourse	offers possibilities for new insights into theory outstanding handling of other views, strong synthesis, analysis, interpretation and evaluation outstanding levels of perception, argument, critical engagement as well as creativity and originality	authoritative and convincing development of argument, creative and insightful answer to question very highly capable use of methods; outstanding proficiency in handling of primary and secondary sources evidence of outstanding ability to plan, prepare and self-organise work	exceptional clarity, coherence and comprehensiveness, with sustained, orderly and logical progression of thought leading to outstanding conclusions outstanding consistency of tone and highly sophisticated scholarly discourse outstanding ability to communicate complex arguments comprehensively and accessibly without irrelevancies or repetition	outstanding presentation outstanding spelling, grammar, punctuation and presentation of sources in references and bibliography outstanding readability, command of language	outstanding integration of theory and practice highly successful demonstration of professional ministry practice and specialist skills highly sophisticated reflection on ministry practice identifying new insights into practice
70-79 Excellent	excellent knowledge based on extensive bibliography very thorough grasp of concepts, theories, issues, and relevance highly accurate use of subject-specialist language of discourse	offers possibilities for insights into theory excellent handling of other views, independent judgement and high proficiency in synthesis, analysis, interpretation and evaluation excellent perception, argument, critical engagement and creativity	convincing development of argument and creative and insightful answer to question highly capable use of methods; very strong proficiency in handling of primary and secondary sources excellent ability to plan, prepare and self-organise work	excellent clarity, coherence and comprehensiveness, with sustained, orderly and logical progression of thought to well-founded conclusions excellent consistency of tone and highly sophisticated scholarly discourse excellent ability to communicate complex arguments comprehensively and accessibly without irrelevancies or repetition	excellent standard of presentation excellent spelling, grammar, punctuation, referencing and bibliography excellent readability, precise and concise	excellent integration of theory and practice very successful demonstration of professional ministry practice and specialist skills sophisticated reflection on ministry practice capable of identifying new insights into practice
60-69 Very good	very good knowledge based on a wide range of reading sound grasp of concepts, issues, theories, and relevance accurate and appropriate use of terminology	some insights into theory very good handling of other views, independent judgement and very high proficiency in synthesis, analysis, interpretation and evaluation	very good development of argument and creative and insightful answer to question very capable use of methods; strong proficiency in handling of primary and secondary sources	very good clarity, coherence and comprehensiveness, with sustained, orderly and logical progression of thought to well-founded conclusions very good consistency of tone and scholarly discourse	very good standard of presentation very good spelling, grammar, punctuation, referencing and bibliography very good readability; precise and concise	very good integration of theory and practice successful demonstration of professional ministry practice and specialist skills very good and insightful reflection on ministry practice

LEVEL 5 MARKING CRITERIA	KNOWLEDGE AND UNDERSTANDING	COGNITIVE SKILLS – CRITICAL THINKING	COGNITIVE SKILLS – METHODOLOGY	COMMUNICATION SKILLS (ACADEMIC)	KEY TRANSFERABLE SKILLS – PRESENTATION	KEY TRANSFERABLE MINISTRY SKILLS
		very clear perception, argument, critical engagement and creativity	very good ability to plan, prepare and self-organise work	very good ability to communicate complex arguments comprehensively and accessibly without irrelevancies or repetition		
50-59 Good	good general knowledge (with minor gaps) based on good level of reading good understanding of most concepts, issues, theories & relevance generally accurate and appropriate use of terminology	good handling of other views, some independent judgement, synthesis, critical analysis, interpretation and evaluation generally Clear perception, argument, critical engagement and limited creativity	generally good development of argument and insightful answer to question generally capable use of methods; proficient handling of primary and secondary sources good ability to plan, prepare and self-organise work	good level of clarity, coherence, and comprehensiveness, with orderly and logical progression of thought to viable conclusions consistent tone and good level of scholarly discourse good ability to communicate complex arguments comprehensively and accessibly with possibly occasional irrelevancies or repetition	good standard of presentation good spelling, grammar, punctuation, referencing and bibliography good readability; generally precise and concise	good integration of theory and practice clear evidence shown of professional ministry practice and specialist skills good reflection on ministry practice
40-49 Adequate	adequate knowledge and reading but some notable gaps Adequate grasp of concepts, issues, theories and relevance, but some gaps some inaccurate / inappropriate terminology	adequate handling of other views, limited independent judgement, synthesis, critical analysis, interpretation and evaluation fair perception, argument, critical engagement and creativity	adequate development of argument and insight acceptable methodology and proficiency in handling of primary and secondary sources evidence of ability to plan, prepare and self-organise work	adequate clarity, coherence and comprehensiveness, with some orderly and logical progression of thought towards conclusions some inconsistencies of tone and scholarly language overall ability to communicate complex arguments comprehensively and accessibly with only small irrelevancy or repetition	adequate standard of presentation adequate spelling, grammar, punctuation, referencing and bibliography adequate readability; with a few inaccuracies	adequate integration of theory and practice some evidence shown of professional ministry practice and specialist skills adequate reflection on ministry practice
30-39 Fail	limited knowledge based on limited reading inadequate understanding of subject, issues, theories, concepts and relevance limited use of language of discourse	inadequate handling of other views, independent judgement, synthesis, critical analysis, interpretation and evaluation weak perception, argument, and creativity	inadequate development of argument and answer deficiencies in methodology and proficiency in handling of primary and secondary sources	lack of clarity, coherence and comprehensiveness, with some disjointed ideas and conclusions lacking connection and coherence notable inconsistencies of tone and scholarly language	below standard presentation less than adequate spelling, grammar, punctuation, referencing and bibliography hard to read with inaccuracies	limited integration of theory and practice little evidence shown of professional ministry practice and specialist skills limited reflection on ministry practice

LEVEL 5 MARKING CRITERIA	KNOWLEDGE AND UNDERSTANDING	COGNITIVE SKILLS – CRITICAL THINKING	COGNITIVE SKILLS – METHODOLOGY	COMMUNICATION SKILLS (ACADEMIC)	KEY TRANSFERABLE SKILLS – PRESENTATION	KEY TRANSFERABLE MINISTRY SKILLS
			limited evidence of ability to plan, prepare and self-organise work	limited ability to communicate complex arguments with notable irrelevancies or repetition or brevity	some inaccuracies and lacking in clarity with numerous minor errors and some major flaws	
20-29 Fail	little or no evidence of knowledge or appropriate reading lack of understanding of subject, theories, issues, concepts or relevance	absence of handling of other views, independent judgement, synthesis, critical analysis, interpretation and evaluation little perception, argument, and creativity	weak development of argument and answer to question major weaknesses in methodology and handling of primary and secondary sources major gaps in ability to plan, prepare and self-organise work	absence of clarity, coherence and comprehensiveness, with excessively disjointed ideas and irrelevant or no conclusions inconsistent tone and lack of scholarly language extensive irrelevancy, repetition, and / or brevity	weak standard of presentation and expression numerous inadequacies of spelling, grammar, punctuation, referencing and bibliography major errors in terminology and language	inadequate integration of theory and practice lack of evidence of professional ministry practice and specialist skills absence of reflection on ministry practice
under 20 Fail	absent or inaccurate relevant knowledge or reading absence of understanding of issues, theories or question	other views not handled, no synthesis, critical analysis, interpretation and evaluation no perception, argument or creativity	no development of argument or answer to question absence of methodology and handling of primary and secondary sources no evidence of ability to plan, prepare and self-organise work	no clarity or coherence; no conclusions inconsistent tone and lack of scholarly language largely irrelevant	unacceptable standard of presentation and expression extremely weak spelling, grammar, punctuation, referencing and bibliography incorrect terminology and language	inability to integrate theory and practice no evidence of professional ministry practice and specialist skills no capacity to reflect on ministry practice

LEVEL 6 MARKING CRITERIA	KNOWLEDGE AND UNDERSTANDING	COGNITIVE SKILLS - CRITICAL THINKING	COGNITIVE SKILLS – METHODS	COMMUNICATION SKILLS (Academic)	KEY TRANSFERABLE SKILLS - PRESENTATION	KEY TRANSFERABLE SKILLS – MINISTRY SKILLS
80+ Outstanding	far ranging investigation into primary and advanced secondary sources, with evidence of research and new knowledge highly sophisticated understanding of issues, theories, concepts, arguments and relevance outstanding insights, creativity and use of language of academic discourse	develops new insights into theory; and its application in new contexts outstanding synthesis, critical analysis, argument, and independent evaluation of a range of views outstanding levels of self-insight, perception, interpretation, and creativity	highly authoritative, creative, convincing and original argument and relation of material to the question highly mature use of methods, some at the forefront of the field, and handling of primary and secondary sources; evidence of research capability outstanding ability to plan, prepare and self-organise work	exceptional clarity, coherence and comprehensiveness, with sustained, orderly and logical progression of thought leading to far-reaching conclusions outstanding consistency of tone; highly mature and very persuasive scholarly discourse outstanding ability to communicate complex arguments at the forefront of the field; without irrelevancies or repetition	faultless spelling, grammar, punctuation, referencing and bibliography outstanding standard of presentation outstanding clarity, precise expression and readability with no flaws	outstanding insight and integration of theory and practice highly successful demonstration of professional ministry practice and extensive application of specialist and problem-solving skills highly sophisticated and mature reflection on ministry practice creating new or changed thinking and practice
70-79 Excellent	thorough knowledge based on extensive reading well-developed use of specialist language of discourse with creative thinking excellent understanding of issues, theories, concepts and relevance	develops some new insights into theory and its application in new contexts excellent synthesis, critical analysis, argument, and independent evaluation of a range of views very high levels of self-insight, perception, interpretation, and creativity	authoritative, creative, convincing, with some originality in argument and relation of material to the question mature use of methods, some at the forefront of the field; handling of primary and secondary sources; some evidence of research capacity excellent ability to plan, prepare and self-organise work	excellent clarity, coherence and comprehensiveness, with sustained, orderly and logical progression of thought leading to very significant conclusions excellent consistency of tone; and persuasive scholarly discourse excellent ability to communicate complex arguments at the forefront of the field, without irrelevancies or repetition	excellent spelling, grammar, punctuation, referencing and bibliography excellent standard of presentation and use of scholarly language excellent clarity, precise expression and readability with no flaws	excellent insight and integration of theory and practice very successful demonstration of professional ministry practice and application of problem-solving skills very mature reflection on ministry practice capable of creating new or changed thinking and practice
60-69 Very good	broad knowledge based on wide range of reading accurate and appropriate use of language of discourse with some creativity very good understanding of theories, issues, concepts, and relevance	potential to develop some insights into theory and its application in new contexts very good synthesis, critical analysis, argument, and independent evaluation of a range of views	creative, convincing, with some insights in argument and relation of material to the question very good use of methods, some at the forefront of the field;	very good clarity, coherence and comprehensiveness, with sustained, orderly and logical progression of thought leading to well-founded conclusions very good consistency of tone and scholarly discourse	very good spelling, grammar, punctuation, referencing and bibliography very good standard of presentation and use of scholarly language	very good insight and integration of theory and practice successful demonstration of professional ministry practice and application of and problem-solving skills

LEVEL 6 MARKING CRITERIA	KNOWLEDGE AND UNDERSTANDING	COGNITIVE SKILLS - CRITICAL THINKING	COGNITIVE SKILLS – METHODS	COMMUNICATION SKILLS (Academic)	KEY TRANSFERABLE SKILLS - PRESENTATION	KEY TRANSFERABLE SKILLS – MINISTRY SKILLS
		high levels of self-insight, perception, interpretation, and creativity	handling of primary and secondary sources; potential for research capacity very good ability to plan, prepare and self-organise work	very good ability to communicate complex arguments at the forefront of the field, without irrelevancies or repetition	very clear and accurate expression and readability	mature reflection on ministry practice capable of creating changed thinking and practice
50-59 Good	good knowledge based on good level of reading good grasp of most theories, issues, concepts and relevance some creativity and generally accurate use of language of discourse	good awareness of theory and its application in new contexts good synthesis, critical analysis, argument, and independent evaluation of a range of views Good levels of self-insight, perception, interpretation, and creativity	generally convincing, and insightful argument, and relation of material to the question good use of methods, some at the forefront of the field and handling of primary and secondary sources good ability to plan, prepare and self-organise work	good level of clarity, coherence and comprehensiveness, and logical progression of thought leading to clear conclusions good consistency of tone and scholarly discourse good ability to communicate complex arguments with possible occasional irrelevancies or repetition	good spelling, grammar, punctuation, referencing and bibliography good standard of presentation and use of scholarly language clear and accurate expression and readability with a few flaws	good insight and integration of theory and practice capable demonstration of professional ministry practice and application of specialist and problem-solving skills good reflection on ministry practice capable of pointing to changed practice
40-49 Adequate	adequate knowledge based on acceptable use of appropriate sources some understanding of concepts, issues, methods and relevance little creativity; adequate use of language of discourse	adequate awareness of theory and its application in new contexts adequate synthesis, critical analysis, argument, and independent evaluation of a range of views adequate self-insight, perception, interpretation, and creativity	adequate argument, and relation of material to the question acceptable methods, and handling of primary and secondary sources adequate ability to plan, prepare and self-organise work	adequate clarity, coherence and comprehensiveness, with reasonably orderly and logical progression of thought leading to acceptable conclusions adequate consistency of tone and scholarly discourse adequate ability to communicate complex arguments; small amounts of irrelevancy or repetition	adequate spelling, grammar, punctuation, referencing and bibliography adequate standard of presentation and use of scholarly language fairly clear and accurate expression and readability with some flaws	adequate integration of theory and practice evidence of demonstration of professional ministry practice and application of problem-solving skills adequate reflection on ministry practice
30-39 Fail	inadequate knowledge and reading with some inappropriate sources inadequate understanding of concepts, theories, issues, methods and relevance	limited awareness of theory and its application in new contexts limited synthesis, critical analysis, argument, and independent evaluation of a range of views	inadequate argument, and relation of material to the question gaps in methods, and handling of primary and secondary sources	not very clear, with some disjointed ideas and unclear progression of thought to conclusion inconsistencies of tone and level of discourse	defects in spelling, grammar, punctuation, referencing and bibliography less than adequate presentation and use of scholarly language	weak integration of theory and practice limited evidence of demonstration of professional ministry practice and application of and problem-solving skills

LEVEL 6 MARKING CRITERIA	KNOWLEDGE AND UNDERSTANDING	COGNITIVE SKILLS - CRITICAL THINKING	COGNITIVE SKILLS – METHODS	COMMUNICATION SKILLS (Academic)	KEY TRANSFERABLE SKILLS - PRESENTATION	KEY TRANSFERABLE SKILLS – MINISTRY SKILLS
	absence of creativity and inaccurate / inappropriate use of language of discourse	inadequate levels of self-insight, perception, interpretation, and creativity	weak ability to plan, prepare and self-organise work	inadequate ability to communicate arguments; significant irrelevancies or repetition	some unclear and inaccurate expression and readability with notable flaws	inadequate reflection on ministry practice and inability to understand implications
20-29 Fail	little evidence of required knowledge or reading significant gaps in understanding of subject, concepts, theories, issues and methods with misunderstanding of question no creativity and language of discourse used inaccurately	little awareness of theory and its application in new contexts little or no synthesis, critical analysis, argument, and independent evaluation of other views poor levels of self-insight, perception, interpretation, and creativity	poor level of argument, and relation of material to the question lack of methodology or wrong methodology used; and deficient handling of primary and secondary sources little ability to plan, prepare and self-organise work	unclear with disjointed ideas and lack of progression of thought and conclusions, and weak or no argument very inconsistent tone and unacceptable level of discourse inability to communicate ideas; extensive irrelevancy and repetition	major defects in spelling, grammar, punctuation, referencing and bibliography poor standard of presentation and no use of scholarly language much unclear and inaccurate expression and readability with notable flaws	inability to integrate theory and practice little evidence of professional ministry practice and application of problem-solving skills absence of reflection on ministry practice and inability to understand implications
under 20 Fail	absence of relevant knowledge or understanding of the subject, theories, concepts or question no relevant reading; extraneous material; many inaccuracies no use of language of discourse	no awareness of theory and its application in new contexts no synthesis, critical analysis, argument, or independent evaluation of views no self-insight, perception, interpretation and creativity	no argument or attempt to answer the question no methodology or handling of primary and secondary source no ability to plan, prepare and self-organise work	no clear ideas, structure, progression of thought or and conclusions no evidence of academic discourse irrelevant material and question not answered	unacceptable overall standard of presentation many serious errors of spelling, punctuation, grammar. Referencing and bibliography inaccurate or absent meaning of written work extremely unclear	no integration of theory and practice no evidence of professional ministry practice and application of problem-solving skills inability to reflect on ministry practice or understand implications

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 on the Union Cloud and [website](#):

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 course; 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).

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 on the Union Cloud and [website](#)

Academic Calendar 2019/20

You will be provided with a timetable of assessment at the start of the academic year.

Week	Monday	Programmes	Other Information
	05-Aug-19		
	12-Aug-19	Reassessment week	
	19-Aug-19		
	26-Aug-19	Masters week 1 (campus students)	
	02-Sep-19	Masters week 2 (campus students)	02 Sep – Chester Reassessment MAB 03 Sep – OU Board of Examiners Preparation Meeting 04 Sep – 2 pm All Staff Meeting (incl Prevent Awareness Training; Mental Health Awareness) 05 Sep – OU Board of Examiners
0	9-Sep-19	10-13 Sep - Union Conference Masters 1 st Language Teaching Week (campus students)	10 Sep – All Staff Meeting with President 13 Sep – 09.30 Dedication Service
1	16-Sep-19	Semester 1 starts	18 Sep – 14.00-15.00 BA Committee; 15.30-17.00 Quality Assurance Committee
2	23-Sep-19		25 Sep – 14.00-15.00 GDip Committee
3	30-Sep-19		01 Oct - 15.15-16.45 Prevent Awareness Training; Safeguarding Training for Students 02 Oct – MTh Committee; Faculty Workshop – Assessment and Marking Criteria
4	07-Oct-19		08 Oct – Faculty lunch 09 Oct – Academic Board
5	14-Oct		
6	21-Oct-19		22 Oct – 16.00-17.00 Teaching Skills Workshop [Faculty] 23 Oct - BA Committee; G Dip Committee
7	28-Oct-19		30 Oct – MTh Committee
8	04-Nov-19		06 Nov – Research Seminar; Research Committee
9	11-Nov-19		12 Nov – MTh pre-Board of Examiners meeting 13 Nov – MTh Board of Examiners
10	18-Nov-19		20 Nov – All Staff Meeting; Quality Assurance Committee
11	25-Nov-19	27 Nov – Preaching Day Conference [no lectures] 29 Nov - Semester 1 teaching ends	26 Nov – Faculty Lunch 27 Nov – Preaching Conference
12	02-Dec-19	Revision Week	
13	9-Dec-19	Exam Week	10 Dec – 14.00-15.00 Teaching Skills workshop [Faculty] 11 Dec – Academic Board
14	16-Dec-19		
15	23-Dec-19	20 Dec to 02 Jan Campus closed	
16	30-Dec-19		03 Jan – Staff Retreat day
17	06-Jan-20	Masters Week 3 (campus students)	08 Jan Research Seminar; Research Committee; Doctoral Supervision Training
18	13-Jan-20	Masters Week 4 (campus students)	15 Jan – Quality Assurance Committee Faculty and Staff Annual Reviews
19	20-Jan-20	Masters 2 nd Language Teaching Week 24 Jan - Placement ends	
20	27-Jan-20	Semester 2 starts	28 Jan – Faculty lunch 29 Jan – BA Committee; 15.30 – Quality Code Workshop

Week	Monday	Programmes	Other Information
21	03-Feb-20		04 Feb – 16.00-17.00 Teaching Skills Workshop [Faculty] 05 Feb – G Dip Committee; Quality Assurance Committee
22	10-Feb-20		12 Feb – MTh Committee
23	17-Feb-20		19 Feb – Academic Board
24	24-Feb-20		
25	02-Mar-20		04 Mar – All Staff Meeting; 15.30-17.00 Quality Assurance Committee
26	09-Mar-20	Masters Week 5 ((campus students)	11 Mar – 14.00-15.00 BA Committee
27	16-Mar-20	Masters Week 6 (campus students) 16-18 Mar Research Conference	16-18 March Research Conference
28	23-Mar-20	Masters 3 rd Language Teaching Week	25 Mar – GDip Committee
29	30-Mar-20		31 Mar – Faculty lunch 01 Apr – MTh Committee; Quality Assurance Committee
30	06-Apr-20	Easter Break	10 Apr – Good Friday 12 Apr – Easter Sunday
31	13-Apr-20	Easter Break	
32	20-Apr-20	Last week of Teaching	22 Apr - Academic Board
33	27-Apr-20	Revision Week	
34	04-May-20	Exam Week 1	
35	11-May-20	Exam Week 2	13 May – Research Seminar; Research Committee
36	18-May-20	Personal Development Track Summer School	
37	25-May-20		
38	01 Jun-20		
39	08 Jun-20		11 Jun – Open University Board of Examiners
40	15-Jun-20		
41	22 Jun-20		
42	29 Jun-20		
43	6 July-20		11 Jul – Open University Programmes Graduation Ceremony
44	13 July 20		
48	10-Aug-20	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 2019/2020, Reassessment Week is Tuesday 11 to Friday 14 August 2020.

Part III: Study Guidance

Induction

Students are expected to attend the Union Conference each year to benefit from the programme, library, and study skills induction provided.

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. Teaching content is delivered by UST faculty and external lecturers. This is by means of lectures and seminars, learning materials on the Union Cloud, reading lists, and your own study.

Specific questions about module content delivered in lectures or on the Cloud, the skills you are expected to demonstrate, and the assessments, should be addressed directly to the module's Academic Lecturer.

Student Support

There is a variety of features of the course designed to assist the student.

- Student Handbook(s)
- Lectures and seminars
- Accompanying lecture notes for some modules
- A Personal Tutor
- Tutorial support
- Library and Learning Resources tutorials
- Support from a full-time librarian
- A library of more than 30,000 books and a wide range of periodicals covering the key areas of theology

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 on campus, to participate in formal teaching time, in extra-curricular activities, and interacting with other students. Thus, lectures, academic lecturer advice and feedback, personal tutor support, the library, and the ongoing collaborative work between students, are all seen as linking elements of the system. We regard the diverse 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 charts 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 (but not your name)
- the module number and title of the module
- 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

BA students normally 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.

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 summative work is marked anonymously, except where it is not possible to conceal the identity of an assignment author, for example, recordings. 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 up to seven weeks 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 an Examination Board, 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 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 mark for that assessment component 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 Examiners for your programme are:

Dr David Firth , Trinity College, Bristol

Dr Scott Spurlock, University of Glasgow

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 Union Cloud and [website](#)

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 Policy on the Union Cloud and [website](#) 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 Policy in on the Union Cloud and [website](#). 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

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 (Soutron) which is available online. We currently subscribe to 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, ProQuest Religion and EEBO (Early English Books Online) 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.

Other Libraries

You may find a suitable library in your home area for use during vacations. 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 <https://abtapl.wordpress.com/>.

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 the link above, 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.

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. This is termed Inter-Library Loan. You should ask your local public library about this service, the extent of the scheme (regional, national, including British Library), the time it will take to receive resources, and the charges they apply.

Loans from other Libraries

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 number 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 Serials, ProQuest Religion, and EEBO 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 BA 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 BA in Theology is a CATS⁶ point programme of study comprising 360 CATS (180 ECTS) points at levels 4, 5 and 6.

Distinctive features of the programme structure

The course is studied over three years full-time, and over a maximum of six years part-time. The programme consists of a collection of modules divided into three strands across each level: Biblical Studies; Theological & Historical Studies; Ministerial and Missional Practice Programme regulations

Admission

- Admission to the programme follows the general principles and regulations of the School for the admission of students. Normally applicants should have A/AVCE and AS-levels where they have achieved 112 UCAS points for entry, which should include at least two subjects at A-level (or 1 double award).
- Applications are welcomed from candidates both in the UK and from outside the UK, who can travel to the campus or one of the UST Master's Learning Communities.
- Candidates are asked to complete an application form and provide certificated evidence of their previous degree.

Award

- The BA is awarded with a classification of 1st, 2.1, 2.2 or 3rd.

Completion of the Study programme

- The length of the BA Theology is 3 years full-time, and students will normally be expected to complete the programme during this period.
- In other cases, all studies must be completed within 6 years of admission to the course.

⁶ Credit Accumulation and Transfer Scheme.

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 meeting.

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, 08 August 2020. 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)	BA 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	360
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)	FT, PT, both face-to face
Duration of the programme for each mode of study	FT – 3 years, PT – 6 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 specific educational aims of the programme are:

- to provide a broad-based theological education in the core disciplines of biblical studies, theological studies and ministerial and missional practice within a Reformed evangelical framework.
- to prepare students intellectually, spiritually and practically to understand and articulate Christian teaching in various forms of ministry practice.
- 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

Cert HE Theology
Dip HE Theology
Bachelor of Arts Theology

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Pentateuch	20	One of:			
Foundations of Systematic Theology	20	Hebrew Grammar(Level 4)	20	Y	1 & 2
From Pentecost to the Reformation	20	Greek Grammar(Level 4)	20	Y	1 & 2
Building Ministry Skills	20	English Text: Old and New	20	Y	1 & 2
Foundations of Missional Practice	20	Testaments			

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of this Level, students should be able to:</p> <p>1.1. demonstrate knowledge of the source texts of Christianity and basic concepts in the core disciplines of biblical studies, theological studies and ministerial and missional practice, and an ability to interpret and evaluate them with reference to scholarship and Christian ministry practice.</p> <p>1.2. demonstrate a basic understanding of the main methods, principles and practices relevant to the subject of study.</p>	<p>The following learning and teaching methods will be employed – lecture, seminar, class discussions and activities, self-study, ‘homework’ exercises.</p> <p>The following assessment activities will be employed – written exam, written assignments of various forms.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of this Level, students should be able to:</p> <p>2.1. demonstrate the use of appropriate methods of study, including linguistic, literary, historical, philosophical, hermeneutical, practical and pastoral approaches, and exercise an open and questioning approach to familiar and new material.</p> <p>2.2. develop and present a basic argument considering a range of existing views</p>	<p>The following learning and teaching methods will be employed – lecture, seminar, class discussions and activities, self-study, ‘homework’ exercises.</p> <p>The following assessment activities will be employed – written exam, written assignments of various forms.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of this Level, students should be able to:</p> <p>3.1. apply knowledge and understanding of the Bible and of the historical and theological development of Christianity to ecclesiological practice and contemporary contexts.</p> <p>3.2. improve their own learning and practical skills necessary for employment in Christian ministry.</p>	<p>The following learning and teaching methods will be employed – lecture, seminar, class discussions and activities, self-study, ‘homework’ exercises.</p> <p>The following assessment activities will be employed – written exam, written assignments of various forms.</p>
3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of this Level, students should be able to:</p> <p>4.1. use information technology and computer skills for data capture and communicate the results of their studies accurately and reliably in a variety of formats, demonstrating appropriate use of primary and secondary sources with accurate references.</p> <p>4.2. develop and formulate an argument, with appropriate use of data and evidence.</p>	<p>The following learning and teaching methods will be employed – lecture, seminar, class discussions and activities, self-study, ‘homework’ exercises.</p> <p>The following assessment activities will be employed – written exam, written assignments of various forms.</p>

Students who successfully complete Level 4 receive a Certificate in Theology.

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Wisdom and Prophetic Literature	20	Hebrew Grammar(Level 5)	20	Y	1 & 2
Gospel Studies	20	Greek Grammar(Level 5)	20	Y	1 & 2
Systematic Theology I	20	Hebrew Reading I	20	Y	1 & 2
Ministry Placement I	10	Greek Reading I	20	Y	1 & 2
Independent Study	10	From the Puritans to the Evangelical Revival	20	Y	1 & 2
		Preaching and Communication	20	Y	1 & 2

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of this Level, students should be able to:</p> <p>1.1. demonstrate knowledge and understanding of the source texts of Christianity and key concepts in the core disciplines of biblical studies, theological studies and ministerial and missional practice, and an ability to interpret and evaluate them critically with reference to advanced scholarship and Christian ministry practice.</p> <p>1.2. demonstrate a critical understanding of methods, theories and practices relevant to the subject of study.</p>	<p>The following learning and teaching methods will be employed – lecture, seminar, class discussions and activities, self-study. ‘homework’ exercises, guided independent study, placement learning.</p> <p>The following assessment activities will be employed – written exam, video assessment of preaching, written assignments, including essays, independent study project, and reflective writing.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of this Level, students should be able to:</p> <p>2.1. demonstrate the use of appropriate methods of study, including linguistic, historical, philosophical, hermeneutical, practical and pastoral approaches, and evaluate the appropriateness of different methods to analyse data in the subject of study.</p> <p>2.2. develop and present a coherent argument considering a range of existing views, demonstrating the ability to analyse primary and secondary sources.</p>	<p>The following learning and teaching methods will be employed – lecture, seminar, class discussions and activities, self-study. ‘homework’ exercises, guided independent study, placement learning.</p> <p>The following assessment activities will be employed – written exam, video assessment of preaching, written assignments, including essays, independent study project and reflective writing.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of this Level, students should be able to:</p> <p>3.1. apply knowledge and critical understanding of the Bible and related texts, and of the historical and theological development of Christianity to ecclesiological practice and contemporary contexts.</p> <p>3.2. improve their own learning and practical skills necessary for employment in Christian ministry, requiring the exercise of personal responsibility and decision-making.</p>	<p>The following learning and teaching methods will be employed – lecture, seminar, class discussions and activities, self-study. ‘homework’ exercises, guided independent study, placement learning.</p> <p>The following assessment activities will be employed – written exam, , video assessment of preaching, written assignments, including essays, independent study project and reflective writing.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of this Level, students should be able to:</p> <p>4.1. use information technology and computer skills for data capture and communicate effectively the results of research to an intended audience in a variety of formats, demonstrating appropriate use of primary and secondary sources with full and accurate references.</p> <p>4.2. develop and formulate a coherent and structured argument, with appropriate use of data and evidence, and with an awareness of the implications of divergent views.</p>	<p>The following learning and teaching methods will be employed – lecture, seminar, class discussions and activities, self-study. ‘homework’ exercises, guided independent study, placement learning.</p> <p>The following assessment activities will be employed – written exam, video assessment of preaching, written assignments, including essays, independent study project and reflective writing.</p>

Students who successfully complete Level 5 receive a Diploma in Theology.

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Pauline Studies	20	Hebrew Reading I (Level 6)	20	Y	1 & 2
Systematic Theology II	20	Greek Reading I (Level 6)	20	Y	1 & 2
Ministry Placement II	20	Hebrew Reading II	20	Y	1 & 2
Dissertation	20	Greek Reading II	20	Y	1 & 2
		The Church in the Modern World	20	Y	1 & 2
		Pastoral Theology and Ministry	20	Y	1 & 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
By the end of this Level, students should be able to: 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 ministerial and missional practice, with reference to Christian practice and advanced	The following learning and teaching methods will be employed - lecture, seminar, class discussions and activities, self-study. 'homework' exercises, guided independent study, placement learning. The following assessment activities will be employed - written exam, written assignments, including essays, reflective writing, case studies, and dissertation.

<p>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>	
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of this Level, students should be able to:</p> <p>2.1. demonstrate the competent use of appropriate methods of study, including linguistic, 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 following learning and teaching methods will be employed – lecture, seminar, class discussions and activities, self-study. ‘homework’ exercises, guided independent study, placement learning.</p> <p>The following assessment activities will be employed – written exam, written assignments, including essays, reflective writing, case studies, and dissertation.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of this Level, 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>3.2. improve their own learning, performance and practical skills necessary for employment in Christian ministry, demonstrating an ability to exercise initiative and resolve problems.</p>	<p>The following learning and teaching methods will be employed – lecture, seminar, class discussions and activities, self-study. ‘homework’ exercises, guided independent study, placement learning.</p> <p>The following assessment activities will be employed – written exam, written assignments, including essays, reflective writing, case studies, and dissertation.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of this Level, students should be able to:</p> <p>4.1. use information technology and computer 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 projects and assignments which sustain and evaluate an argument, largely through independent enquiry, and which draw on a range of scholarly resources.</p>	<p>The following learning and teaching methods will be employed – lecture, seminar, tutorial, project supervision, guided independent study.</p> <p>The following assessment activities will be employed – written exam, written assignments, including essays, reflective writing, case studies, and dissertation.</p>

Students who successfully complete Level 6 receive a Bachelor of Arts 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 across each level: Biblical Studies; Theological & Historical Studies; Ministerial and Missional Practice

Biblical Studies

- Pentateuch
- Hebrew Grammar
- Greek Grammar
- English Text: Old and New Testaments
- Wisdom and Prophetic Literature
- Gospel Studies
- Hebrew Reading I
- Greek Reading I
- Pauline Studies
- Hebrew Reading II
- Greek Reading II

Theological and Historical Studies

- Foundations of Systematic Theology
- From Pentecost to the Reformation
- Systematic Theology I
- From the Puritans to the Evangelical Revival
- Systematic Theology II
- The Church in the Modern World

Ministerial and Missional Practice

- Building Ministry Skills
- Foundations of Missional Practice
- Ministry Placement I
- Preaching and Communication
- Ministry Placement II
- Pastoral Theology and Ministry

At level 4, in addition to the compulsory modules, students must take one of: Hebrew Grammar, Greek Grammar, English Text: Old and New Testaments.

At level 5:

- Independent Study, which is not assigned to a specific strand, is compulsory.
- Hebrew Grammar and Hebrew Reading I are barred combinations for full-time students, as are Greek Grammar and Greek Reading I.

At level 6:

- The Dissertation, which is not assigned to a specific strand, is compulsory.
- Hebrew Reading I and Hebrew Reading II are barred combinations for full-time students, as are Greek Reading I and Greek Reading II.

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. 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 at least 64 UCAS Tariff Points from a Level 3 qualification, e.g. GCE A level.

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.

On application, claims for credit in relation to prior certificated or experiential learning may be considered for the purposes of counting towards the completion of the award. Details are given the School's RP(E)L policy.

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.
- 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.

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	A1.2	B2.1	B2.2	C3.1	C3.2	D4.1	D4.2
4	Pentateuch	✓	✓	✓	✓	✓	✓	✓	✓
	Hebrew Grammar	✓		✓				✓	
	Greek Grammar	✓		✓				✓	
	English Text: Old and New Testaments	✓	✓	✓	✓	✓	✓	✓	✓
	Foundations of Systematic Theology	✓	✓	✓	✓	✓		✓	✓
	From Pentecost to the Reformation	✓	✓	✓	✓	✓	✓	✓	✓
	Building Ministry Skills	✓	✓	✓	✓	✓	✓	✓	✓
	Foundations of Missional Practice	✓	✓	✓	✓	✓	✓	✓	✓

Level	Study module/unit	A1.1	A1.2	B2.1	B2.2	C3.1	C3.2	D4.1	D4.2
5	Wisdom and Prophets	✓	✓	✓	✓	✓	✓	✓	✓
	Gospel Studies	✓	✓	✓	✓	✓	✓	✓	✓
	Hebrew Grammar	✓		✓				✓	
	Greek Grammar	✓		✓				✓	
	Hebrew Reading I	✓		✓	✓		✓	✓	✓
	Greek Reading I	✓		✓	✓		✓	✓	✓
	Systematic Theology I	✓	✓	✓	✓	✓		✓	✓
	From the Puritans to the Evangelical Revival	✓	✓	✓	✓	✓	✓	✓	✓
	Ministry Placement I	✓	✓	✓		✓	✓	✓	✓
	Preaching and Communication	✓	✓	✓	✓	✓	✓	✓	✓
	Independent Study	✓	✓	✓	✓	✓	✓	✓	✓

Level	Study module/unit	A1.1	A1.2	B2.1	B2.2	C3.1	C3.2	D4.1	D4.2
6	Pauline Studies	✓	✓	✓	✓	✓	✓	✓	
	Hebrew Reading I	✓		✓	✓		✓	✓	✓
	Greek Reading I	✓		✓	✓		✓	✓	✓
	Hebrew Reading II	✓		✓	✓		✓	✓	✓
	Greek Reading II	✓		✓	✓		✓	✓	✓
	Systematic Theology II	✓	✓	✓	✓	✓		✓	✓
	The Church in the Modern World	✓	✓	✓	✓	✓	✓	✓	✓
	Ministry Placement II	✓	✓	✓		✓	✓	✓	✓
	Pastoral Theology & Ministry	✓	✓	✓	✓	✓	✓	✓	✓
	Dissertation	✓	✓	✓	✓	✓	✓	✓	✓