

BA Hons in Theology Programme Specification

1. Overview/ factual information

Programme/award title(s)	Cert HE in Theology
Teaching Institution	Union School of Theology
Awarding Institution	The Open University (OU)
Date of first OU validation	2018
Date of latest OU (re)validation	2023
Next revalidation	2027-28
Credit points for the award	120 (60 ECTS credits)
UCAS Code	N/A
Programme start date	September 2023
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	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	Campus (face to face): FT and PT Online: blended mode of DL and face-to-face intensives
Duration of the programme for each mode of study	FT – 1 years, PT – 2 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	July 2022

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 module outlines 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:

1. to provide a broad-based theological education in the core disciplines of biblical studies, theological studies and ministry and mission practice within a Reformed evangelical framework
2. to prepare students intellectually, spiritually and practically to understand and articulate the Christian faith in various ministry contexts
3. to develop a range of key skills such as communication, formulating and evaluating a coherent argument, appropriate use of data and evidence, drawing implications for various contemporary contexts

2.2 Relationship to other programmes and awards

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

Students completing this programme will be eligible to move to the MA Theology programme.

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 in Theology

Compulsory modules	Credit points	ECTS credits	Is module compensatable?	Semester runs in
OT 1: Pentateuch and Former Prophets	20	10	Y	1 & 2
NT 1: Gospels *	20	10	Y	1 & 2
Systematic Theology 1	20	10	Y	1 & 2
From Pentecost to the Reformation	20	10	Y	1 & 2
Preaching and Communication	20	10	Y	1 & 2
Biblical Foundations of Mission	20	10	Y	1 & 2
All compensatable				

*Please note that this module is currently under review and subject to final Open University approval.

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of this Level learners will be expected to:</i></p> <p>A.1. demonstrate knowledge of the source texts of Christianity and basic concepts in the core disciplines of biblical studies, theological studies and ministry practice, and an ability to</p>	<p><u>For Campus Delivery</u></p>

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

<p>interpret and evaluate them with reference to scholarship and Christian ministry practice.</p> <p>A.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. Learning resources are also placed on the IT-based course management system (The Cloud).</p> <p><u>For Online Delivery</u></p> <p>Lectures are delivered online (students may attend live via Zoom). The IT-based course management system (The Cloud) typically forms the platform on which teaching and learning resources are delivered to distance learners by means of summary notes, readings, PowerPoint slides. Students also have direct access to module lecturers by a variety of means, including email and use of an online discussion forum.</p> <p><u>For both Campus & Online: Assessment</u></p> <p>Written exams, essays, written theological reflections, oral exams, recorded sermons. Both formative and summative assessment is employed</p>
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3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of this Level learners will be expected to:</i></p> <p>B.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><u>For Campus Delivery</u></p> <p>The following learning and teaching methods will be employed - lecture, seminar, class discussions and activities, self-study, 'homework' exercises. Learning resources are also placed on the IT-based course management system (The Cloud).</p> <p><u>For Online Delivery</u></p>

3B. Cognitive skills	
B.2. develop and present a basic argument considering a range of existing views	<p>Lectures are delivered online (and students may attend live via Zoom). The IT-based course management system (The Cloud) typically forms the platform on which teaching and learning resources are delivered to distance learners by means of summary notes, readings, PowerPoint slides. Students also have direct access to module lecturers by a variety of means, including email and use of an online discussion forum.</p> <p><u>For both Campus & Online: Assessment</u></p> <p>Written exams, essays, written theological reflections, oral exams, recorded sermons. Both formative and summative assessment is employed</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of this Level learners will be expected to:</i></p> <p>C.1. apply knowledge and understanding of the Bible and of the historical and theological development of Christianity to contemporary and ministry contexts.</p> <p>C.2. improve their own learning and practical skills necessary for employment in Christian ministry.</p>	<p><u>Campus Delivery</u></p> <p>The following learning and teaching methods will be employed - lecture, seminar, class discussions and activities, self-study, 'homework' exercises. Learning resources are also placed on the IT-based course management system (The Cloud).</p> <p><u>Online Delivery</u></p> <p>Lectures are delivered online (and students may attend live via Zoom). The IT-based course management system (The Cloud) typically forms the platform on which teaching and learning resources are delivered to distance learners by means of summary notes, readings, PowerPoint slides. Students also have direct access to module lecturers by a variety of means, including email and use of an online discussion forum.</p>

3C. Practical and professional skills	
	<p><u>For both Campus & Online: Assessment</u></p> <p>Written exams, essays, written theological reflections, oral exams, recorded sermons. Both formative and summative assessment is employed</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of this Level learners will be expected to:</i></p> <p>D.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>D.2. develop and formulate an argument, with appropriate use of data and evidence.</p>	<p><u>Campus Delivery</u></p> <p>The following learning and teaching methods will be employed - lecture, seminar, class discussions and activities, self-study, 'homework' exercises. Learning resources are also placed on the IT-based course management system (The Cloud).</p> <p><u>Online Delivery</u></p> <p>Lectures are delivered online (and students may attend live via Zoom). The IT-based course management system (The Cloud) typically forms the platform on which teaching and learning resources are delivered to distance learners by means of summary notes, readings, PowerPoint slides. Students also have direct access to module lecturers by a variety of means, including email and use of an online discussion forum.</p> <p><u>For both Campus & Online: Assessment</u></p> <p>Written exams, essays, written theological reflections, oral exams, recorded sermons. Both formative and summative assessment is employed</p>

Students who successfully complete Level 4

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 at each level: Biblical Studies; Theological Studies; Ministry Practice

Biblical Studies

- OT1: Pentateuch and Former Prophets (OT41)
- NT1: Gospels (NT42)

Theological and Historical Studies

- Systematic Theology 1 (ST41)
- From Pentecost to the Reformation (CH41)

Ministry Practice

- Preaching and Communication (MM41)
- Biblical Foundations of Mission (MM44)

5. Support for students and their learning

Students have access to the School's VLE (The Cloud) which has teaching and learning material, 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. There is a well-designed pastoral care framework, with pastoral support of students overseen by the Pastoral Dean. All students are provided with a Programme handbook which contains, amongst other things, information about the 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) of 6.0 is required where the applicant is not a native English Speaker, 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 in some cases.

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 to teaching and learning. The results are discussed in the Student Experience 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 ATRACC, 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

- Some changes to teaching personnel
- Revision of existing modules
- Removing several modules
- Adding several new modules

Annexe 1: Curriculum map

Annexe 1 - Curriculum map

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

CertHE - Level 4

Study module/unit	Programme Learning Outcomes Mapped to Modules							
	A1	A2	B1	B2	C1	C2	D1	D2
OT1: Pentateuch and Former Prophets	✓	✓	✓	✓	✓	✓	✓	✓
NT1: Gospels	✓	✓	✓	✓	✓	✓	✓	✓
Systematic Theology 1	✓	✓	✓	✓	✓		✓	✓
From Pentecost to the Reformation	✓	✓	✓	✓			✓	
Preaching and Communication	✓	✓	✓	✓	✓	✓	✓	
Biblical Foundations of Mission	✓	✓	✓	✓	✓	✓	✓	✓