BA HONS THEOLOGY

PART 1 – PROGRAMME SPECIFICATION

1. Awarding institution

St Mary's University, Twickenham

2. Partner institution and location of teaching (if applicable)

Union Theological College, 108 Botanic Avenue, Belfast BT7 1JT

3. Type of collaborative arrangement (if applicable)

Validated Programme

4. Name and level of final award title

BA Hons Theology: Level 6

5. Interim award(s) with award titles (if specific titles have been designated)

Level 4: Cert HE

Level 5: DipHE

6. Faculty or Institute with responsibility for the programme

Institute of Theology and Liberal Arts

7. Language of study

English

8. Joint Honours combinations

N/A

9. UCAS code

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10. JACS and HeCos codes

V610 HeCos 100340

11. Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition

N/A

12. QAA subject benchmark(s) or other relevant external reference points

QAA Subject Benchmark Theology and Religious Studies (2019)

13. Normal completion time and maximum duration of study

Full-time: Three Years Part-time: Six Years

14. Mode of study and normal start month

Full-time and Part-time   September

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15. Mode of delivery

Face-to-face

16. Date approved and name of authorised body

4 November 2021 Academic Development Committee, St Mary's University Twickenham

17. Valid cohorts, commencing study in (month/year)

September 2022

18. Additional Programme Costs

Field Trip Costs in Optional Modules

PART 2 – CURRICULUM SPECIFIC DETAILS

19. Summary of the programme

The BA Hons Theology programme is designed to introduce students to the academic study of Christian theology with a view to deepening their knowledge; developing their theological literacy and their skills of reflective practice to enhance their employability and enable them to make a valuable contribution to society.

20. Aims of the programme

Main educational aims of programme are:

1. To provide students with knowledge and understanding of key areas of Christian theology such as Biblical Theology, Systematic Theology, Church History and Practical Theology.

2. To enable students to develop a theological literacy that they can apply both to their personal development and to the world around them.

3. To develop students' knowledge and transferable skills base in ways which will enhance their employment opportunities and allow them to make a valuable contribution to society.

4. To enable students to test their aptitude and interest in advanced research and study.

GRADUATE ATTRIBUTES

Union Theological College's graduates from its undergraduate programme should be those who are:

- Morally self-conscious, with an awareness of the virtues and values that promote human flourishing and positive social relationships
- Academically excellent, with subject-specific expertise and an appreciation of the contributions of different disciplines to theological, ethical, and cultural issues
- Lifelong learners, with an aptitude for innovative, self-directed, and collaborative learning
- Intellectually flexible, with a repertoire of well-developed skills of critical thinking

- Effective communicators, who can engage with others in order to enhance their understanding and influence others in a positive and respectful manner
- Culturally literate, equipped for life and work in diverse contexts and environments
- Digitally literate, equipped for life and work in an increasingly digital world
- Proactive individuals, who can work and make decisions both independently and collaboratively
- Locally and globally engaged, with an awareness of their privileges and responsibilities and an appreciation of the concepts of vocation, enterprise, and leadership

21. Criteria for admission

Programme entrance requirements

Candidates will follow the Union Theological College UG Admissions Policy.

- Applicants must normally have achieved three A Level passes or equivalent. Offers will be made to applicants achieving three B grades at A Level. Consideration will be given to applicants with equivalent qualifications, including BTEC Nationals, Irish Leaving Certificates, International Baccalaureates and validated Access courses.

- Applicants must have achieved a standard equivalent to a grade C/4 in the GCSE examination in the subject of English Language.

- Students whose first language is not English must have achieved an overall score of 6.0 in IELTS (International English Language Testing System) with no less than 5.5 in any section.

- There are no subject specific requirements for this pathway.

Applications for Advanced Standing or Credit Transfer

The College's RPL Policy allows prospective students who do not meet the criteria for admission to demonstrate relevant prior experiential and certificated learning through the production of a portfolio of learning. In addition, prospective students may be permitted advanced standing into level 5 through the RPL route or through relevant credit transfer earned in another institution. This will be approved by the UTC Admissions Officer in consultation with St Mary's University.

22. Scheduled learning time

(The number of guided learning hours (GLH) is 10 hours per 1 credit) - QAA Student Contact Hours.

Type of learning time	Number of hours	Expressed as %
Contact time	648	18%
Placement/work-based learning hours		
Guided learning hours	2088	58%
Independent study time	864	24%
TOTAL*	**3600**	

*A typical 3-year undergraduate programme has a total of 3600 hours

23. Programme learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement; the learning outcomes broadly fall into four categories:

Knowledge and Understanding:

Students will be able to:

1. Describe the content and identify the significance of key biblical texts together with an appraisal of culturally influenced hermeneutical methodologies and their relevance to interpretation and application of biblical texts.

2. Demonstrate basic competence in at least one of the Biblical languages of Hebrew or Greek.

3. Offer a coherent and detailed assessment of a range of historical figures, events, and controversies within their broader framework, together with an explanation of some of the historiographical models and assumptions used in assessing the significance of history for the place of the church in the contemporary world.

4. Give an evaluation of how the Christian faith engages with various contemporary ethical and practical issues together with an explanation of relevant methodologies.

5. Offer a systematic and detailed examination of key doctrines from the Christian tradition, their Scriptural basis, their articulation by key thinkers, and a defence of their relevance to Christian life, mission and ministry.

6. Bring lived experience into creative interaction with integrated theological reflection.

Cognitive (thinking) skills:

Students will be able to demonstrate:

7. The ability to interpret a wide range of biblical texts using appropriate scholarly resources and critical tools from across the methodological spectrum, with regard to their theological and practical applications.

8. The ability to evaluate doctrinal arguments for their theological consequences and articulate and deploy systematic theological knowledge to a range of doctrinal, ethical and practical issues.

9. The ability to identify, contextualise, and assess key historical figures, events, texts, and controversies, and to engage in an historically informed manner with a range of contemporary issues.

10. The ability to articulate cogent and creative responses to typical issues arising in Christian theology and contemporary global experience, and communicate these responses clearly, taking account of the intended audience.

11. The ability to engage in theologically integrated and theologically rich reflexive practice that blends principled wisdom with a balance of creativity and realistic pragmatism.

12. The ability to engage in informed, respectful dialogue with other points of view in such a way as to recognise the strengths and weakness of different perspectives and traditions.

Key / transferable skills:

Students will be able to demonstrate:

13. The ability to adopt a sufficiently critical distance from source material (both primary sources and secondary literature from contemporary scholarship) and to evaluate it at an appropriate level.

14. Digital literacy, including the generation of documents and other resources, electronic communication and interaction in various forms and accessing information from a variety of sources.

15. Presentation skills, both oral and written, supported by appropriate technologies.

16. Both independent and collaborative learning through setting goals and taking initiative for personal and collaborative tasks.

24. Programme structure and module requirements

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year.

Programme structures can be subject to change each academic year following feedback from a variety of sources.

The programme structure for the proposed BA Hons Theology is designed around three principles:

• All students will study Biblical Languages at level 4.

• All students will obtain a broad-based knowledge of Theology incorporating the three sub-disciplines of Biblical Studies (BS), Systematic Theology/Church History (STCH) and Practical Theology (PT)

• All students will also have the option of specialising as they wish in one or more of the sub-disciplines.

This is worked out in the following programme regulations:

Level 4: All six modules are core, and provide an introduction to Theology, including an opportunity to study Biblical Languages.

Level 5: All students must take at least one 20-CATS-point module from each of the three sub-disciplines. They are then free to make up the remaining three modules from whichever sub-disciplines they choose.

Level 6: All students must take at least one 20-CATS-point module from each of the three sub-disciplines. They are then free to make up the remaining three modules from whichever sub-disciplines they choose, but with no more than 80 CATS in any one (including a 20 CATS dissertation).

The only modules which require pre-requisites are the Level 5 and 6 Language modules.

FHEQ Level 4 Modules - students must acquire 120 credits at HE Level 4

Module code	Module Title	No. of credits	Sem of delivery	Module status
	Introduction to Jesus and the Gospels	20	1	Core
	God, Christ and Salvation in Early Christian Thought (STCH)	20	1	Core
	Introduction to Christian Ethics (STCH)	20	1	Core
	Introduction to the Pentateuch (BS)	20	2	Core
	Introduction to Biblical Languages (BS)	20	2	Core
	Early Church History (STCH)	20	2	Core

FHEQ Level 5 Modules - students must acquire 120 credits at HE Level 5, choosing 60 credits from each semester. Students must take at least 20 credits per sub-discipline

Module code	Module Title	No. of credits	Sem of delivery	Module status
	Biblical Hebrew Texts (BS)	20	1	Option
	Letters of Paul (BS)	20	1	Option
	Christian Doctrinal Tradition (STCH)	20	1	Option
	Philosophy of Religion (STCH)	20	1	Option
	Spirituality and Worship (PT)	20	1	Option
	Thinking and Singing: An Introduction to the Wisdom and Lyrical Books of the Old Testament (BS)	20	2	Option
	New Testament Greek Texts (BS)	20	2	Option
	Christianity in Ireland since the 16th Century (STCH)	20	2	Option
	Life together – the Church as a community (PT)	20	2	Option
	The Major World Religions	20	2	Option

FHEQ Level 6 Modules - students must acquire 120 credits at HE Level 6, choosing 60 credits from each semester. Students must choose at least 20 credits and not more than 80 credits per sub-discipline (including a 20 CATS dissertation). Level 6 Biblical Languages modules are conditional on passing Level 5 Biblical Language pre-requisites.

Module code	Module Title	No. of credits	Sem of delivery	Module status
	Advanced Hebrew (BS)	20	1	Conditional
	Prophetic Texts (BS)	20	1	Option
	Christianity in the 16th Century (STCH)	20	1	Option
	Trends in Modern Theology (STCH)	20	1	Option
	Reconciliation Studies (PT)	20	1	Option
	Single Dissertation (BS/STCH/PT)	20	1 or 2	Option
	Advanced Greek (BS)	20	2	Conditional
	The Gospel of John (BS)	20	2	Option
	The Church in the Contemporary World (PT)	20	2	Option

25. Work placements or study abroad

The College is exploring the possibility of entering the Turing Scheme. The College is also exploring the possibility of work placements to be included in the programme.

26. Links to industry and employability

Employability

The College is negotiating with a local university to provide careers workshops for students. The College will make use of links with other higher education providers; churches; voluntary organisations; and alumni to provide information and advice for students as they prepare to enter the workplace. Key transferable skills will enhance their employability.

Personal Tutors will work with individual students to assist them in reviewing personal skills development and career options.

The programme's learning outcomes include generic skills such as digital literacy; presentation skills; and independent and collaborative learning through setting goals and taking initiative for personal and collaborative tasks, all of which are highly relevant to the workplace.

In addition, the College is keen to develop a non-accredited certificate pathway for students which will recognise their skills and experience outside the degree programme and which will be useful for employers. This will link into the Graduate Attributes outlined in the College's Teaching and Learning Strategy.

27. Programme awards

This programme conforms to the St Mary's University Twickenham academic regulations for awards.

PART 3 – TEACHING, LEARNING & ASSESSMENT

28. Programme teaching and learning strategies

Research-Enriched Teaching and Learning

Research-enriched teaching and learning is embedded throughout the programme at all levels. Each of the full-time Faculty and the majority of the adjunct Faculty have research interests which are followed through in the modules.

Teaching and Learning Strategies

The programme teaching and learning strategy aligns with the College's Teaching and Learning Strategy 2020-25. It has been designed to enable students to fulfil the learning outcomes outlined above.

A wide variety of teaching and learning methods are employed to enrich the students' learning experience and include the following:

- Lectures and tutorials expose students to the tasks of comprehending and evaluating new and complex information within a time-limited context

- Seminars offer a variety of tutor-and student-led learning opportunities as well as a more sustained opportunity to debate and evaluate a breadth of knowledge gained independently from directed reading and from the sharing of resources and information

- Language classes require a high degree of flexible thinking and close analysis of texts

- Group presentations encourage students to pursue their own interests, collaborate with peers, negotiate the demands of teamwork and develop their understanding of a topic

- Class presentations and student interaction in small group sessions enable students to develop communication and rhetorical skills

- Dissertations test the capacity of students to undertake a programme of independent study agreed between student and supervisor

- Class discussions allow students to develop a comparative understanding of different approaches to material and the ability to formulate their own arguments and responses

- Student-centred learning situations encourage the ability of students to present an summarise knowledge to peers in a coherent, structured form, and to enhance further organisational and inter-personal skills

- Writing skills tutorials and lectures develop essay-writing on stylistic, structural, rhetorical and bibliographic levels. The ability to collate and obtain information is enhanced by introductory training in the use of libraries and online resources

- Field trips offer multi-sensory, interactive opportunities to examine and reflect theologically on living social situations.

- Visits from experienced current practitioners keep students engaged with the cutting edge of Christian praxis.

- The use of Cerego software reinforces learning and provides for formative assessment.[1]

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29. Programme assessment strategy

Assessment Strategy:

The College's Assessment Policy includes principles which are fully aligned with the UK Quality Code – Assessment (2018). Assessment methods on the programme enable the student to demonstrate that they have achieved the learning outcomes outlined above. A wide variety of methods are used to enable the student to have every opportunity to demonstrate their competence.

Assessment methods include:

- Class tests (both formative and summative) which allow students to demonstrate the value and utility of incremental learning.

- Seminars provide excellent formative feedback as students interact with subject experts and peers in the analysis of subjects, themes and ideas.

- Journalling encourages sustained reflective and evaluative practice.

- Individual presentations allow students to demonstrate the presentation of fluent and cogent arguments in written, graphic and oral form.

- Group presentations encourage students to collaborate with peers and negotiate the demands of teamwork.

- Essays and other written assignments allow students to demonstrate:

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[1] Cerego is an adaptive learning technology platform based on principles of neuroscience and cognitive science. Cerego's patented technology uses the scientific methods of distributed practice and the testing effect as the basis of user memory retention for content built in and available on their website.

- - the ability to engage with stipulated reading;
  - the initiative to engage in a wider exploration of the subject
- Timed written examinations and summative class tests are designed to enable the student to demonstrate:
  - a degree of mastery of the subject, cumulatively acquired;
  - time-limited exposition of analysis of specific subjects;
  - swift structuring in the presentation of ideas; and
  - distillation of essentials and exclusion of information of marginal importance.
- Dissertations enable the student to demonstrate their capacity to take ownership of independent study and their skills of academic organisation
- The use of Cerego software reinforces learning and provides for both formative and summative assessment.

PART 4 – COLLEGE SUPPORT

30. Student support and guidance

As Union is a small specialist College, all students are known to staff on an individual basis. Each student is allocated a Personal Tutor who can assist with academic advice and support with personal issues. Staff from the PCI Chaplaincy are available to assist with pastoral care. A counselling service is available to students from Inspire Student (to be negotiated).

The College has a daily coffee break, a time when there are no classes and both students and staff gather together for informal chat and coffee in the dining room. Twice a week there are brief worship services, one led by staff and the other led by students.

The Head of Academic Administration acts as the Disability Support Officer. Students who disclose a disability, Specific Learning Difficulty or long-term condition will be assessed by a Disability Needs Assessment Centre and recommended reasonable adjustments will be put in place by the College. The College building has been fully adapted for those with mobility needs.

31. Quality management arrangements

- Five yearly cycle of revalidation
- Interim review for collaborative provision
- Partnership Liaison Manager
- Ongoing monitoring through Programme and Module Review processes
- Programme Boards
- Consideration of marks and graduate profiles at Exam Boards

- Engagement with programme student representatives.