Programme Information for GDip in Theology

1. Overview/ factual information

Programme/award title(s)	Graduate Diploma 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	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	Learning Community (DL): PT and FT
Duration of the programme for each mode of study	1 or 2 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	Nov 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.

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

2.1 Educational aims and objectives
The programme has the following general educational and specific aims: 1. to provide the essential bases of theological education in biblical studies, theological studies and ministry practice within a Reformed evangelical framework through flexible and distributed learning 2. to prepare students intellectually, spiritually and practically to understand and articulate the Christian faith in various ministry contexts 3. to develop communication and critical thinking skills and develop intellectual virtues and pastoral gifts to help build the church and engage with the world

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 who successfully complete the GDip may consider progressing to the MTh 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
Graduate Diploma in Theology

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

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
By the end of this programme learners will be expected to: A.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 ministry practice, with reference to Christian practice and advanced scholarship, some of which is at the forefront of the discipline, and with an appreciation of uncertainty and ambiguity. A.2. demonstrate a systematic understanding of a range of methods, theories and practices relevant to the subject of study.	The IT-based course management system (The Cloud) forms the platform on which teaching is delivered to distance learners by means of teaching videos, and other teaching and learning resources, such as summary notes, readings, PowerPoint slides. Students also have direct access to module lecturers by a variety of means, including email, and use of an online discussion forum. Students meet in learning communities where they receive learning support from mentors and also benefit from peer support. Both formative and summative assessment is employed. Formative assessment includes group activities, discussion, lecturer feedback, homework exercises. Summative assessment includes language exams, essays, recorded sermons, reflective essays, pastoral case study, practical written assignment.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
By the end of this programme learners will be expected to: B.1. demonstrate the competent use of appropriate methods of study, including linguistic, literary, historical, philosophical, hermeneutical, practical and pastoral approaches, to evaluate, consolidate and extend their knowledge and understanding; B.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.	The IT-based course management system (The Cloud) forms the platform on which teaching is delivered to distance learners by means of teaching videos, and other teaching and learning resources, such as summary notes, readings, PowerPoint slides. Students also have direct access to module lecturers by a variety of means, including email, and use of an online discussion forum. Students meet in learning communities where they receive learning support from mentors and also benefit from peer support. Both formative and summative assessment is employed. Formative assessment includes group activities, discussion, lecturer feedback, homework exercises. Summative assessment includes language exams, essays, recorded sermons, reflective essays, pastoral case study, practical written assignment.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
By the end of this programme learners will be expected to: C.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 ministry contexts; C.2 improve their own learning, performance, reflective practice and skills necessary for employment in Christian ministry, demonstrating an ability to exercise initiative and resolve problems.	The IT-based course management system (The Cloud) forms the platform on which teaching is delivered to distance learners by means of teaching videos, and other teaching and learning resources, such as summary notes, readings, PowerPoint slides. Students also have direct access to module lecturers by a variety of means, including email, and use of an online discussion forum. Students meet in learning communities where they receive learning support from mentors and also benefit from peer support.

3C. Practical and professional skills	
	Both formative and summative assessment is employed. Formative assessment includes group activities, discussion, lecturer feedback, homework exercises. Summative assessment includes language exams, essays, recorded sermons, reflective essays, pastoral case study, practical written assignment.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
By the end of this programme learners will be expected to: D.1 use information technology, computer and literary skills for data capture and communicate accurately information, concepts, arguments and theories in a variety of formats both to specialist and non-specialist audiences, demonstrating appropriate use of primary and secondary sources with full and accurate references; D.2 develop assignments which sustain and evaluate an argument, largely through independent enquiry, and which draw on a range of scholarly resources.	The IT-based course management system (The Cloud) forms the platform on which teaching is delivered to distance learners by means of teaching videos, and other teaching and learning resources, such as summary notes, readings, PowerPoint slides. Students also have direct access to module lecturers by a variety of means, including email, and use of an online discussion forum. Students meet in learning communities where they receive learning support from mentors and also benefit from peer support. Both formative and summative assessment is employed. Formative assessment includes group activities, discussion, lecturer feedback, homework exercises. Summative assessment includes language exams, essays, recorded sermons, reflective essays, pastoral case study, practical written assignment.

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

4. Distinctive features of the programme structure   • **Where applicable, this section provides details on distinctive features such as:**   • **where in the structure above a professional/placement year fits in and how it may affect progression**   • **any restrictions regarding the availability of elective modules**   **where in the programme structure students must make a choice of pathway/route**
The programme consists of a collection of modules divided into three strands: Biblical Studies; Theological & Historical Studies; Ministry Practice   <u>Biblical Studies</u>   Hebrew 1 Grammar (HB61)   Greek 1 Grammar (GK61)   Biblical Texts: English Exegesis (BS65)   Studies in the Old and New Testaments (BS67)   <u>Theological and Historical Studies</u>   Studies in Systematic Theology (ST65)   Turning Points in Church History (CH65)   <u>Ministry Practice</u>   Studies in Preaching and Pastoral Theology (MM66)   Church and Mission (MM64)   Children's, Youth and Family Ministry (MM65)   The following modules are compulsory: Studies in the Old and New Testaments (BS67)   Studies in Systematic Theology (ST65)   Turning Points in Church History (CH65)   In addition, students must take one of: Hebrew Grammar, Greek Grammar, Biblical Texts: English Exegesis. (They may not take more than one of the Biblical languages modules.)

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. For Learning Community DL students, Lead Mentors provide learning support. 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 an honours degree in any subject. Where applicants do not meet the normal entry criteria, admission may be permitted if the applicant's experience and/or qualifications can reasonably be expected to suggest that the applicant will succeed on the programme. The School's RP(E)L processes will be used for gathering and assessing evidence. Claims for credit in relation to prior certificated or experiential leaning is not permissible for the Graduate Diploma. 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 discussed and actioned in the ATRACC.   - A student-administered survey is conducted annually, covering a variety of issues, including aspects related 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.
- Learning Communities are supervised by the Pastoral Dean to ensure the quality of the learning experience and to identify good practice.
- Academic provision is reviewed annually by the Academic Teaching, Research and Curriculum Committee, including data emerging from various quality processes relating to teaching and learning, such as module feedback, external examiner reports, peer observation of teaching staff, and teaching videos.

10. Changes made to the programme since last (re)validation
- Some changes to teaching personnel.   - Updating of video teaching content.

Annexe 1 - Curriculum map

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

Study module/unit	Programme Learning Outcomes Mapped to Modules							
	A.1	A.2	B.1	B.2	C.1	C.2	D.1	D.2
BS65 Biblical Texts: English Exegesis	✓	✓	✓	✓	(shaded)	✓	✓	✓
BS67 Studies in the Old and New Testaments	✓	✓	✓	✓	✓	✓	✓	✓
CH65 Turning Points in Church History	✓	✓	✓	✓	✓	(shaded)	✓	✓
GK61 Greek 1: Grammar	✓	(shaded)	✓	(shaded)	(shaded)	(shaded)	(shaded)	(shaded)
HB61 Hebrew 1: Grammar	✓	(shaded)	✓	(shaded)	(shaded)	(shaded)	✓	(shaded)
MM64 Church & Mission	✓	✓	✓	✓		(shaded)	✓	✓
MM65 Children's, Youth and Family Ministry	✓	✓	✓	✓	✓	✓	✓	✓
MM66 Studies in Preaching & Pastoral Theology	✓	✓	✓	✓	✓	✓	✓	✓
ST65 Studies in Systematic Theology	✓	✓	✓	✓	(shaded)	(shaded)	✓	✓

Appendix 2: GDip Programme Learning Outcomes mapped to Module Learning Outcomes and Assessment of Module Learning Outcomes

Study module/unit	Programme Learning Outcomes Mapped to Modules							
	A.1	A.2	B.1	B.2	C.1	C.2	D.1	D.2
BS65 Biblical Texts: English Exegesis	✓	✓	✓	✓		✓	✓	✓
BS67 Studies in the Old and New Testaments	✓	✓	✓	✓	✓	✓	✓	✓
CH65 Turning Points in Church History	✓	✓	✓	✓	✓		✓	✓
GK61 Greek 1: Grammar	✓		✓					
HB61 Hebrew 1: Grammar	✓		✓				✓	
MM64 Church & Mission	✓	✓	✓	✓			✓	✓
MM65 Children's, Youth and Family Ministry	✓	✓	✓	✓	✓	✓	✓	✓
MM66 Studies in Preaching & Pastoral Theology	✓	✓	✓	✓	✓	✓	✓	✓
ST65 Studies in Systematic Theology	✓	✓	✓	✓			✓	✓

Assessment Mapping to Learning Outcomes – GDip Programme

Level 6

Assessment used:

- Essay
- Exam
- Sermon

Note – shaded cell = there is no module outcome to be tested.

		Module Learning Outcomes Mapped to Assessment							
Assessments	**Study module/unit**	**A.1**	**A.2**	**B.1**	**B.2**	**C.1**	**C.2**	**D.1**	**D.2**
Essay 1 (50%) Essay 2 (50%)	BS65 Biblical Texts: English Exegesis	Essay 1 Essay 2	Essay 1 Essay 2	Essay 1 Essay 2	Essay 1 Essay 2		Essay 1 Essay 2	Essay 1 Essay 2	Essay 1 Essay 2
Exam (50%) Essay (50%)	BS67 Studies in the Old and New Testaments	Exam Essay	Exam Essay	Exam Essay	Exam Essay	Exam Essay	Essay	Essay	Essay
Essay (50%) Exam (50%)	CH65 Turning Points in Church History	Essay Exam	Essay Exam	Essay Exam	Essay Exam	Essay Exam		Essay Exam	Essay
Exam 1 (40%) Exam 2 (60%)	GK61 Greek 1: Grammar	Exam 1 Exam 2		Exam 1 Exam 2					
Exam 1 (50%) Exam 2 (50%)	HB61 Hebrew 1: Grammar	Exam 1 Exam 2		Exam 1 Exam 2				Exam 1 Exam 1	
Essay (50%)	MM64 Church & Mission	Essay	Essay	Essay	Essay	Essay		Essay	Essay

Assessment	Code / Title								
Exam (50%)		Exam	Exam	Exam	Exam	Exam		Exam	
Essay (100%)	MM65 Children's, Youth and Family Ministry	Essay	Essay	Essay	Essay	Essay	Essay	Essay	Essay
Sermon (25%) Essay 1 (25%) Essay 2 (50%)	MM66 Studies in Preaching & Pastoral Theology	Sermon Essay 1 Essay 2	Sermon Essay 1 Essay 2	Sermon Essay 1 Essay 2	Sermon Essay 1 Essay 2	Sermon Essay 1 Essay 2	Sermon Essay 1 Essay 2	Sermon Essay 1 Essay 2	Sermon Essay 2
Exam Essay	ST65 Studies in Systematic Theology	Exam Essay	Exam Essay	Exam Essay	Exam Essay			Exam Essay	Essay