

MTh Programme Information

1. Overview/ factual information

Programme/award title(s)	MTh in Scripture and 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	180 (90 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)	Campus intensive (face-to-face): FT and PT Learning Community (DL): FT and PT
Duration of the programme for each mode of study	FT – 1 year, PT up to 4 years.
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	November 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 an advanced theological education in biblical studies, theological studies and ministry practice within a Reformed evangelical framework, through both campus-intensive and flexible and distributed learning
2. to develop strong research skills to deal critically and creatively with complex issues in theology and ministry practice
3. to develop academic skills, intellectual integrity, and confidence in engaging with Scripture, the works of historical and contemporary theologians and non-Christian thought, and to draw 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)

The MTh Scripture and Theology may be taken by students who have successfully completed either the BA or GDip at Union School of Theology.

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

PG Diploma Theology
Master of Theology

Programme Structure - LEVEL 7

Compulsory modules	Credit points	ECTS credits	Optional modules	Credit points	ECTS credits	Is module compensatable?	Semester runs in
PART I							
Scripture and Hermeneutics (Theological Studies Strand) Compensatable	20	10	<i>Biblical Studies</i>				
			Hebrew Reading: Narrative and Poetry	20	10	Y	1 & 2
			Advanced Hebrew Reading	20	10	Y	1 & 2
			OT Studies: Psalms	20	10	Y	1 & 2
			OT Studies: Ezekiel	20	10	Y	1 & 2
			Greek Reading	20	10	Y	1 & 2
			Advanced Greek Reading	20	10	Y	1 & 2
			NT Studies: Johannine Literature	20	10	Y	1 & 2
			Union with Christ: A Biblical Theology Approach	20	10	Y	1 & 2
			<i>Theological Studies</i>				
			Theology of the Early Church Fathers	20	10	Y	1 & 2
			History and Theology of Evangelicalism	20	10	Y	1 & 2
			Soteriology of the Reformation	20	10	Y	1 & 2
			<i>Ministry Practice</i>				
			Spiritual Formation of the Leader	20	10	Y	1 & 2
			Preaching and Preachers	20	10	Y	
			Biblical Counselling and Care in the Local Church	20	10	Y	1 & 2 1 & 2
Christian Theology of Religions and Global Mission	20	10	Y	1 & 2			
PART II							
Dissertation	60	30				N	

Intended learning outcomes at Level 7 are listed below:

<u>Learning Outcomes – LEVEL 7</u>	
A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of this programme learners will be expected to:</i></p> <p>A.1. demonstrate systematic knowledge and critical understanding of the source texts of Christianity and of concepts, problems and issues in the core disciplines of the programme, namely biblical studies, theological studies and ministry practice, with reference to advanced scholarship at the forefront of the discipline, with an appreciation of uncertainty and ambiguity.</p> <p>A.2. demonstrate a comprehensive understanding of a range of theories, techniques and practices relevant to the subject of study, including research methods.</p>	<p>Campus Delivery</p> <p>The following learning and teaching methods are employed - lecture, seminar, class discussions and activities, self-study, 'homework' exercises.</p> <p>Learning Community (LC) Delivery</p> <p>The IT-based course management system (The Cloud) typically 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 the use of an online discussion forum. However, for some modules teaching is occasionally by lectures delivered via Zoom. Students meet on a weekly basis in learning communities where they receive learning support from mentors and also benefit from peer support. Learning communities also involve class discussions and activities, self-study and 'homework' exercises.</p> <p>Campus & LC Assessment</p>

Learning Outcomes – LEVEL 7

A. Knowledge and understanding

Both formative and summative assessment is employed. Formative assessment includes group activities, discussion, lecturer feedback, homework exercises. Summative assessment includes essays, exegetical essays, language exams, original language exegetical research, extra-canonical translation project, reflective research project, doctoral thesis review, dissertation.

B. Cognitive skills

Learning outcomes:

By the end of this programme learners will be expected to:

B.1. demonstrate the ability to use, evaluate and critique appropriate methods of study, including linguistic, historical, philosophical, hermeneutical, practical and pastoral approaches, in order to extend their knowledge and understanding.

B.2 analyse ideas, concepts and interpretations, and where appropriate, to propose alternative interpretations.

Learning and teaching strategy/ assessment methods

Campus Delivery

The following learning and teaching methods are employed - lecture, seminar, class discussions and activities, self-study, 'homework' exercises.

Learning Community (LC) Delivery

B. Cognitive skills	
	<p>The IT-based course management system (The Cloud) typically 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 the use of an online discussion forum.. However, for some modules teaching is occasionally by lectures delivered via Zoom. Students meet in learning communities where they receive learning support from mentors and also benefit from peer support. Learning communities also involve class discussions and activities, self-study and ‘homework’ exercises.</p> <p>Campus & LC Assessment</p> <p>Both formative and summative assessment is employed. Formative assessment includes group activities, discussion, lecturer feedback, homework exercises. Summative assessment includes essays, exegetical essays, language exams, original language exegetical research, extra-canonical translation project, reflective research project, doctoral thesis review, dissertation.</p>
C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of this programme learners will be expected to:</i></p> <p>C.1 demonstrate originality in the application of learning and concepts to issues in biblical, theological, historical and applied studies, and where appropriate, to suggest implications for ministry contexts.</p>	<p>Campus Delivery</p> <p>The following learning and teaching methods are employed - lecture, seminar, class discussions and activities, self-study, ‘homework’ exercises.</p>

C. Practical and professional skills

C.2 improve their own research-based learning, demonstrating an ability to exercise initiative and resolve problems.

Learning Community (LC) Delivery

The IT-based course management system (The Cloud) typically 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., However, for some modules teaching is occasionally by lectures delivered via Zoom . Students meet in learning communities where they receive learning support from mentors and also benefit from peer support. Learning communities also involve class discussions and activities, self-study and 'homework' exercises.

Campus & LC Assessment

Both formative and summative assessment is employed. Formative assessment includes group activities, discussion, lecturer feedback, homework exercises. Summative assessment includes essays, exegetical essays, language exams, original language exegetical research, extra-canonical translation project, reflective research project, doctoral thesis review, dissertation.

3D. Key/transferrable skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>By the end of this programme learners will be expected to:</i></p> <p>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.</p> <p>D.2 develop assignments and major projects which demonstrate self-direction and the ability to engage in independent enquiry.</p>	<p>Campus Delivery</p> <p>The following learning and teaching methods are employed - lecture, seminar, class discussions and activities, self-study, 'homework' exercises.</p> <p>Learning Community (LC) Delivery</p> <p>The IT-based course management system (The Cloud) typically 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. However, for some modules teaching is occasionally by lectures delivered via Zoom. Students meet in learning communities where they receive learning support from mentors and also benefit from peer support. Learning communities also involve class discussions and activities, self-study and 'homework' exercises.</p> <p>Campus & LC Assessment</p> <p>Both formative and summative assessment is employed. Formative assessment includes group activities, discussion, lecturer feedback, homework exercises. Summative assessment includes essays, exegetical essays, language exams, original language exegetical research, extra-canonical translation project, reflective research project, doctoral thesis review, dissertation.</p>

Students who successfully complete 120 credits (60 ECTS credits) receive the Postgraduate Diploma in Scripture and Theology
Students who successfully complete 180 credits (90 ECTS credits) receive the MTh in Scripture and Theology
The Learning Outcomes (above) apply equally to both awards.

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 Studies; Ministry Practice

Biblical Studies

Hebrew Reading: Narrative and Poetry (HB72)
Advanced Hebrew Reading (HB74)
OT Studies: Psalms (OT71)
OT Studies: Ezekiel (OT73)
Greek Reading (GK72)
Advanced Greek Reading (GK74)
NT Studies: Johannine Literature (NT71)
Union with Christ: A Biblical Theology Approach (BS71)

Theological Studies

Scripture and Hermeneutics (ST71)
Theology of the Early Church Fathers (CH71)
Soteriology of the Reformation (CH73)
History and Theology of Evangelicalism (CH75)

Ministry Practice

Preaching and Preachers (MM71)
Spiritual Formation of the Leader (MM73)
Christian Theology of Religions and Global Mission (MM74)
Biblical Counselling and Care in the Local Church (MM77)

Students must take at least one module from each strand.

However, students may not take more than two of: Greek Reading; Advanced Greek Reading; Hebrew Reading: Narrative and Poetry; Advanced Hebrew Reading.

Scripture and Hermeneutics is a compulsory module. For the Dissertation module, students will be required to submit a design plan for the dissertation (assessed as pass / fail) before working on the dissertation proper. Approval at this stage is required to proceed with the Dissertation.

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 at least a lower second-class honours degree in theology or a similar discipline. Applicants may also be admitted who have achieved an average of at least 50% in UST's Graduate Diploma in Theology.

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. This may include requesting a written assignment to test aptitude at this level of study.

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 in the School's RP(E)L policy.

An *Academic* IELTS score (or equivalent) of 6.5 is required. 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, in some cases, 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 and actioned by ATRACC
- 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 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 Academic Board, 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.
- Learning Communities are monitored by the Pastoral Dean to ensure the quality of the learning experience and to identify good practice.

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

- New modules being offered across all three strands of the programme. In Biblical Studies these are 'Advanced Hebrew Reading', 'OT Studies: Psalms', 'OT Studies: Ezekiel', 'NT Studies: Johannine Literature', and 'Union with Christ: A Biblical Theological Approach'. In the Theological Studies strand 'Scripture and Hermeneutics' replaces the 'Doctrine of Scripture' Module. In the Ministry strand two new modules have been introduced: Biblical Counselling and Care in the Local Church and 'Christian Theology of Religions and Global Mission'.
- New faculty members and adjunct lecturers delivering content on all three strands of the course.
- Several of the previous modules which were offered have now been dropped.
- Research Methods has been dropped as a credit-earning module, with the content delivered through induction / online. Students will submit a design plan for the dissertation which must be passed before proceeding with the dissertation. A small minority of students who do not clear this initial hurdle may exit with a PG Diploma.

Soteriology of the Reformation	✓	✓	✓	✓	✓	✓	✓	✓
Spiritual Formation of the Leader	✓		✓	✓	✓	✓	✓	✓
Preaching and Preachers	✓	✓	✓	✓	✓	✓	✓	✓
Biblical Counselling and Care in the Local Church	✓	✓	✓	✓	✓	✓	✓	✓
Christian Theology of Religions and Global Mission	✓	✓	✓	✓	✓	✓	✓	✓
Dissertation	✓	✓	✓	✓	✓	✓	✓	✓

Spiritual Formation of the Leader	✓		✓	✓	✓	✓	✓	✓
Contemporary Church Issues for Evangelicalism	✓	✓	✓	✓	✓		✓	✓
Preaching and Preachers	✓	✓	✓	✓	✓	✓	✓	✓
Biblical Counselling and Care in the Local Church	✓	✓	✓	✓	✓	✓	✓	✓
Christian Theology of Religions and Global Mission	✓	✓	✓	✓	✓	✓	✓	✓
Dissertation	✓	✓	✓	✓	✓	✓	✓	✓

Annexe 3 - MTh Assessment Mapping to Module Learning Outcomes

Level 7 – Assessment Used:

- Essay
- Exegetical Essay (Ex Essay)
- Exam
- Reflective research project
- Doctoral thesis critical review
- Exegetical research essay / paper
- Extra-canonical translation project
- Dissertation

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

Assessment	Study module/unit	Module Learning Outcomes Mapped to Assessment							
		A1	A2	B1	B2	C1	C2	D1	D2
Essay (100%)	Scripture and Hermeneutics	Essay	Essay	Essay	Essay	Essay	Essay	Essay	Essay
Ex Essay (50%) Exam (50%)	Hebrew Reading: Narrative and Poetry	Ex Essay Exam		Ex Essay Exam	Ex Essay Exam	Ex Essay Exam		Ex Essay Exam	Ex Essay
Ex Essay (50%) Exam (50%)	Advanced Hebrew Reading	Ex Essay Exam		Ex Essay Exam	Ex Essay Exam	Ex Essay Exam		Ex Essay Exam	Ex Essay

