

THE COMMON AWARDS

Programme Specification

Graduate Certificate in Theology, Ministry and Mission

TABLE OF CONTENTS

1.	Name of programme.....	3
2.	Department	3
AIMS AND LEARNING OUTCOMES		3
3.	Educational aims.....	3
4.	Programme learning outcomes.....	5
DELIVERY OF THE PROGRAMME.....		5
5.	Learning and teaching methods.....	5
6.	Summative assessment methods.....	5
7.	Formative assessment policy	5
8.	Assessment criteria	5
STRUCTURE OF THE PROGRAMME		7
9	Outline syllabus for the programme	7
10	Indicate which modules are pre- / co-requisites within the programme	7
11	Typical Admissions Requirements.....	8
12	Field trips, placement and related opportunities.....	8

1. Name of programme

Graduate Certificate in Theology, Ministry and Mission

2. Department

Theology and Religion

AIMS AND LEARNING OUTCOMES

3. Educational and Formational Aims

The Graduate Certificate programme aims to enable students to pursue a short course in theology, ministry and mission at undergraduate degree level that can be tailored to the professional or ministerial context and interests of the student. The educational and formational aims of the programme are described further in terms of the people for whom it is designed, the pedagogy it embodies and the purpose it is intended to fulfil.

People

The aim of this programme is to equip Christian disciples to develop as competent and faithful reflective practitioners. To this end it provides an education in theology, ministry and mission in and for a variety of contexts. The programme serves those who wish to be more fully equipped for Christian life and service in the world, or simply more informed about the Christian faith. The programme aims to offer education that is accessible to students with a wide range of educational backgrounds and ministerial, professional and personal circumstances: students may be

- in secular or church-related employment;
- in active lay or ordained ministry;
- in church, para church or sector ministry;
- exploring their vocation, whether in a secular or faith-based context;
- taking a career break.

The programme will therefore be available in a variety of modes of learning and teaching, including traditional full time residential learning, part time and part-residential learning, and distance learning supported by online and face to face engagement.

Pedagogy

The aim of this programme is to provide an education in theology, ministry and mission that encompasses the development of character and the nurturing of virtues and spirituality alongside the acquisition of knowledge and understanding, and the development of cognitive and practical skills. The programme aims to enable students to engage more deeply with themselves, others, the church, the world and God by offering learning and teaching that

1. form students in various disciplines, but bring those disciplines together to inform and enrich one another;
2. are constantly oriented towards the ministry and mission for which students are being prepared; and
3. by their modes of assessment and methods of learning and teaching enable students to develop as lifelong reflective learners.

Purpose

The aim of this programme is to offer students an opportunity to study theology at undergraduate degree level as a means of reflecting theologically on their own discipleship and professional vocation, or as a taster to further study. In addition to offering modules in the traditional disciplines of theology, ministry and mission, the programme offers modules that explore a range of vocational professions through the lens of Christian theology. The programme provides a firm basis from which to pursue further study in theology, ministry and mission by progression to a Graduate Diploma, or from which to pursue cross-disciplinary research in theology and another discipline in which the student has appropriate qualifications.

At a personal level, the aim of this programme is to develop dispositions that are congruent with and necessary for Christian discipleship in the church and the world. The aims of the programme are that learners completing the programme will have become

1. open to the questions, insights and ongoing formation generated by attentive study of Scripture, and be willing to go on being transformed by them;
2. aware of the skills and disposition needed to go on reading themselves, the church and the world in the light of Christian doctrine, and to explore Christian doctrine more deeply in the light of experience and practice;
3. clearer about their vocation in the church and the world and therefore more determined to pursue personal and corporate lifelong learning as disciples of Christ;
4. open to the insights and challenges that emerge from serious engagement and cooperation with others, in and beyond the church.

4. Programme Learning Outcomes

Subject Specific Knowledge (SSK)

*On successful completion of the programme, students will meet **at least one** of the following outcomes: they will be able to*

1. give a coherent account of the importance of critical theological reflection, comparing the strengths and weaknesses of methodologies in a chosen context in or beyond the church.
2. demonstrate a systematic understanding of key concepts and processes of inquiry involved in the study of one or more chosen areas of theological study, including acquisition of coherent and detailed knowledge, at least some of which is informed by methodologies and findings of recent research.

Subject Specific Skills (SSS)

*On successful completion of the programme, students will meet **at least one** of the following outcomes: they will be able to*

1. communicate their chosen focus / foci of study appropriately and with relevance, rigour, creativity and sensitivity to a variety of audiences and contexts.
2. apply knowledge and understanding of the chosen disciplines of theology, ministry and mission to their own profession, vocation or ministry, showing sensitivity to the problems of religious language, experience, and the limits of knowledge.

Key Skills (KS)

*On successful completion of the programme, students will meet **at least two** of the following outcomes: they will be able to*

1. identify, gather, analyse and evaluate textual source materials, including material from primary sources and scholarly research, for a range of purposes, and communicate their findings with clarity and fairness using a variety of media to both specialist and non-specialist audiences;
2. critically evaluate ideas, arguments and assumptions, using them to construct and communicate coherent and well-reasoned arguments showing critical awareness of their own and others' beliefs, commitments and prejudices, to both specialist and non-specialist audiences.
3. take responsibility for their own personal and professional development.

DELIVERY OF THE PROGRAMME

5. Learning and Teaching Methods

Teaching and learning methods will be used which take into account the range of learning styles in adult education. They will encourage learning that is student-centred and based on reflective practice.

6. Summative Assessment Methods

Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.

7. Formative Assessment Policy

Formative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.

8. Assessment criteria

TEIs are required to use the published Common Awards Assessment Criteria for all Common Awards programmes. The Common Awards specific assessment criteria is aligned to Durham University's generic assessment criteria and Level Descriptors.

STRUCTURE OF THE PROGRAMME

9. Outline syllabus for the programme

Total credits overall:	Minimum credits at Level 6:	Maximum credits at Levels 4 and 5:
60 credits	40 credits	20 credits

This programme may be studied full time over a half year or part time over up to two years.

Each TEI will be responsible for developing pathways that ensure all students have the opportunity to achieve the programme learning outcomes.

The Graduate Certificate programme will serve a range of aspirations, from individuals wishing to achieve an award in theology, ministry and mission, to those wishing to undergird their life and work with a deeper understanding of Christian theology.

10. Indicate which modules are pre- / co-requisites within the programme

In order to achieve the flexibility required by TEIs to construct their own pathways through the programme, very few co-requisites have been stipulated centrally. Instead, these co-requisites will be defined and decided by each TEI in relation to their individual pathways and will take the form of supplementary regulations that will be approved as part of the TEI validation process.

TEIs are required to refer to the Common Awards core list of pre and co-requisites, and details of excluded module combinations, when designing their pathways.

11. Typical Admissions Requirements

Normally an upper second class Honours degree or equivalent. Graduates in other subjects may enter the Graduate Certificate programme. In addition, students who do not have a degree but are able to demonstrate their ability to undertake theological study at degree level will be considered for admission. Students may be required to undertake some prior personal study before embarking on the programme to demonstrate this.

In general, up to a maximum of 20 credits of accredited prior learning may be granted to students who have evidence of, or can demonstrate learning that fulfils, the relevant learning outcomes of the Graduate Certificate programme (by completing a portfolio of work, for example).

Students for whom English is an additional language should have achieved a score of 6.5 with no component under 6.0 in an IELTS examination, or equivalent.

Each TEI has an Admissions Policy and is responsible for proposing its own specific entry requirements, in line with the generic entry requirements for Common Awards.

12. Field trips, placement and related opportunities

TEIs should refer to the published guidance on field trips, placements and other related opportunities.