PROGRAMME SPECIFICATION

1.   Programme Title(s), UCAS Code(s) and HECOS Code(s):

MA Theology, Leadership and Ministry

2.   Available Awards:

PGCert Theology, Leadership and Ministry
PGDip Theology, Leadership and Ministry
MA Theology, Leadership and Ministry

3.   Entry Requirements:

A first degree in theology or a theology-related subject, or equivalent professional experience (RPEL). Professional experience and/or aptitude for the academic study of theology may be assessed through the submission of written work if the first degree is not theology.

4.   Aims of the Programme:

The programme aims to enable students to:

- develop a systematic approach to knowledge and a critical awareness of issues at the forefront of contemporary theological research and debate;

- develop knowledge of the diversity of various theological schools of thought, both within and outside of the Pentecostal and Charismatic traditions, in greater depth than that gained through previous study or experience;

- critically evaluate current theological research in the light of their academic and professional experience;

- critically engage in theological reflection, including self-reflection in relation to their own theological tradition, methodology and hermeneutical assumptions and in the context of their professional practice, leadership and ministry;

- develop capacity for independent learning and advanced skills of self-management, interpersonal skills, creative thinking, problem-solving, written and oral communication and the use of technology;

- develop research skills, including undertaking both an extensive literature review and primary research in an area of theological interest and relating that to professional practice, leadership and ministry.

5.   Education for Sustainable Development:

The internationally agreed sustainable development goal that relates to education is as follows: 'Ensure inclusive and equitable quality education and promote life-long learning opportunities for all.' Within this broader sustainable development goal for education, the specific areas that relate most closely to the work of Christ the Redeemer College and to higher education institutions in general are:

Equal access to technical/vocational and higher education
The College is committed to ensuring equal access to women and men to educational programmes that are affordable, of high quality and related to professional practice – ensuring that students are equipped for future employment. The College has a very high proportion of mature students, which is evidence of its commitment to the promotion of lifelong learning opportunities.

Relevant skills for decent work
The College is committed to embedding professional skills into its higher education programmes. This includes supporting students to increase their capacity for leadership and increasing the depth and range of transferable skills in areas such as problem solving, critical thinking, creativity, teamwork, communication skills and conflict resolution. This also involves developing specific skills that are relevant to certain disciplines / areas of professional practice as is evidenced by the College's integration of national occupational standards approved by the UK's Institute for Apprenticeships and Technical Education and alignment with the QAA Subject Benchmark Standards. Specific programmes related to entrepreneurship, and more broadly developing an entrepreneurial culture across the College at an institutional level also contribute to the furtherance of this sustainable development goal.

Gender equality and inclusion
The College is committed to the elimination of gender disparities in education and to ensuring equal access to people from disadvantaged backgrounds including people with disabilities and those who may not otherwise be able to access higher education programmes. To this end, the College seeks to make its programmes accessible to all students including those with physical disabilities and learning disabilities. Its programmes are designed to be fully-inclusive in line with both legislation and recognised good practice in relation to the promotion of diversity and equal opportunities.

Education for sustainable development and global citizenship
The College is committed to promoting the values of sustainable development, and indeed regards them as being fully aligned with the Christian ethos of the College. To that end the College will continue to promote the values of sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity throughout its programmes

6.   Summary of Programme (for HEAR and Key Fact Sheet):

Structure: Christ the Redeemer's postgraduate programmes equip students to an advanced level with systematic, theoretical and theological knowledge as a basis for them to develop their own theological perspectives and professional practice in leadership and ministry (both in church-based contexts and community settings). The programme is comprised of six 20-credit taught modules and a 60-credit dissertation. The programme can be taken in either a full-time or part-time mode of study. In full-time mode, students take two 20-credit modules each trimester and complete their dissertation once they have completed the taught element of the programme. In part-time mode, students take one 20-credit module each trimester over a two-year period followed by the dissertation.

Content: Through this programme students critically engage with theoretical frameworks and theological ideas related to professional practice, leadership and ministry. All students undertake a research methods module in preparation for undertaking the dissertation module. There are opportunities for students to engage in independent study both through the dissertation and additionally through an optional 20-credit independent study module. Through the dissertation module, students develop an area of interest through undertaking independent research, guided by a tutor.

Skills: Upon successful completion of the programme, students will have developed enhanced skills in critical thinking, including critically evaluating complex and sometimes contradictory viewpoints. They will have developed the ability to think imaginatively and originally and will be adept at problem-solving. They will be able to approach theological texts and ideas with well-developed skills of theological reflection and will be aware of their own theological assumptions. They will be motivated and able to work and learn independently and will have excellent oral and written communication skills.

7. **Intended Learning Outcomes for the Programme:**

INTENDED LEARNING OUTCOMES	TEACHING METHODS	HOW DEMONSTRATED
A. Knowledge and Understanding		
A1 Demonstrate systematic knowledge of the key issues at the forefront of contemporary theological research and debate.	Lectures, seminars, group discussion, guided reading.	Essay writing, seminar presentations, dissertation.
A2 Demonstrate knowledge of the diversity of schools of theological thought, both within and outside of the Pentecostal and Charismatic traditions.	Lectures, seminars, group discussion, guided reading.	Essay writing, seminar presentations, dissertation.
A3 Demonstrate a conceptual understanding of current theological research, particularly as this applies to professional practice, leadership and ministry.	Lectures, seminars, group discussion, guided reading.	Essay writing, seminar presentations.
A4 Demonstrate understanding of the importance of critical theological reflection and self-reflection, especially in relation to one's own theological tradition, methodology and hermeneutical assumptions.	Lectures, seminars, group discussion, guided reading.	Essay writing, seminar presentations.
B. Subject Specific Skills, including practical and professional skills		

B1 Skills of self-management in the planning and implementation of independent learning including disciplined, self-directed study utilizing appropriate resources and time-management, especially in relation to assessment.	Tutorials, guided reading, group discussions, personal development planning.	Essay writing, seminar presentations, timely submission of assessed work.
B2 Interpersonal skills and a high level of self-awareness, including in group-based discussion when critically exploring theological perspectives outside of one's own theological tradition.	Tutorials, guided reading, group discussions, personal development planning.	Essay writing.
B3 Skills in creative thinking and problem-solving, including making sound judgements in the absence of complete data (e.g. lack of certainty in theological knowledge) and demonstrating originality of thought.	Seminars, group discussion, guided reading.	Essay writing, seminar presentations, dissertation.
B4 Skills in using technology for research and systematic information management, including utilising a wide range of digital resources.	Tutorials, guided reading, group discussions, personal development planning.	Essay writing, seminar presentations, dissertation.
C. Advanced Skills and Experience		
C1 Advanced skills in academic research, both through undertaking primary research and critically evaluating the relative academic value of others' research in the discipline of contemporary theological scholarship.	Lectures, seminars, group discussion, guided reading.	Essay writing, seminar presentations, dissertation.
C2 Advanced skills in critical analysis and interpretation of texts from a range of theological perspectives, addressing the challenges of applying Christian theology in postmodern, post-Christendom contexts.	Lectures, seminars, group discussion, guided reading.	Essay writing, seminar presentations, dissertation.

C3 Advanced written communication skills, including the ability to communicate complex theological issues arising from a variety of texts and contexts, both systematically and creatively, and with fluency and authority.	Tutorials, seminars, group discussion, guided reading, personal development planning.	Essay writing, dissertation.
C4 Advanced oral communication and presentation skills, including the ability to engage and challenge an audience relating to theological issues, assumptions and discourse.	Tutorials, seminars, group discussion, guided reading, personal development planning.	Seminar presentations.

Learning Outcomes for Exit Awards:

Completion of 60 credits at Level 7 is required for a student to obtain a Postgraduate Certificate in Theology, Leadership and Ministry and 120 credits at Level 7 is required for a student to obtain a Postgraduate Diploma in Theology, Leadership and Ministry.

External Reference points used and professional body requirements:

The QAA's Characteristics of Master's Graduates which can be accessed at: http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf and the QAA descriptors for level 7 higher education degrees, which can be accessed at: http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf

8. **Programme Structure and Requirements:**

There will be six taught modules and a dissertation. The six taught modules can be undertaken in either 1 or 2 years as follows:

Six taught modules in one year:
Trimester 1: September to December (12 weeks): 2 x 20 credit modules = 40 credits
Trimester 2: January to March (12 weeks): 2 x 20 credit modules = 40 credits
Trimester 3: April to July (12 weeks): 2 x 20 credit modules = 40 credits

Six taught modules over two years:
Year 1
Trimester 1: September to December (12 weeks): 1 x 20 credit module
Trimester 2: January to March (12 weeks): 1 x 20 credit module
Trimester 3: April to July (12 weeks): 1 x 20 credit module

Year 2
Trimester 1: September to December (12 weeks): 1 x 20 credit module
Trimester 2: January to March (12 weeks): 1 x 20 credit module
Trimester 3: April to July (12 weeks): 1 x 20 credit module

Normally, students will start the dissertation module upon completion of the taught element of the programme.

Module type	Module code	Module name	Credit value (CATS)
Compulsory modules	CTM701	Christian Leadership in the 21st Century	20 credits
	CTM702	Pentecostal and Charismatic Theology	20 credits
	CTM703	Cross-Cultural Mission	20 credits
	CTM704	Advanced Theological Reflection	20 credits
	CTM705	Research Methods	20 credits
Elective modules	CTM706	Church-Planting and Multiplication: Theory and Methods	20 credits
	CTM707	Independent Study Module	20 credits
Compulsory module	CTM708	Research Project: Dissertation	60 credits

9. **Assessment Strategy:**

The University's academic regulations relating to assessment can be found at the following hyperlink: University's General Academic Regulations.

Each taught module has two pieces of assessed work, normally an essay and either a seminar presentation or a personal development planning activity, such as a self-reflective report or portfolio.

Guided reading will provide students with knowledge of major texts throughout the course, and students will then be encouraged to research particular areas of interest in more depth as part of their essays and seminar presentations.

The variety of tasks will develop a range of academic skills and enable students to relate the theoretical frameworks and concepts of the course to their own professional practice and context.

The dissertation will enable students to build on the skills and knowledge gained from the taught modules and will promote independence and originality of thought to a much greater degree than in the taught modules.

Individual feedback will be given for each assessment activity in accordance with the College's learning, teaching and assessment strategy and related policies and criteria outlined for work at level 7. The College's Academic Office will agree appropriate alternative arrangements to accommodate students with disabilities in consultation with the relevant programme / module leader(s).

10. Subject Assessment Marking Criteria:

The College's marking criteria are used to grade work at all levels of the College's programmes. The marking criteria comprise three categories which cover a range of assessment types: Written assignments, Presentations and Reflective reports. There are seven marking criteria for each category of assessment as set out in the table below:

Assessment type	Marking criteria applied at Level 7
Written assignments: Essay Report Case Study Book review	Command of topic Integration/range of appropriate sources Critical distance Structured argument Referencing conventions Grammar, spelling, syntax Bibliography
Presentations: Individual Presentation Group Presentation Digital Media Product	Command of topic Integration/range of appropriate sources Critical distance Delivery – clear, engaging, confident Use of media Creativity Organisation and timing
Reflective reports: Reflective Report Personal Development Planning (PDP) Report	Understanding Sources Critical distance and self-awareness Reflective Self-evaluation Application to professional context Predictive skills

11. Learning, Teaching and Assessment Methods:

The Learning, Teaching and Assessment Methods related to this programme have been informed by the University's Learning, Teaching and Assessment Strategy (which can be accessed at: University's General Academic Regulations), the QAA's Characteristics of Master's Graduates (which can be accessed at: http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf) and the QAA descriptors for level 7 higher education degrees (which can be accessed at: http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf).

Throughout the programme teaching and learning activities will be delivered in small groups in order to increase student engagement, promote classroom interaction and provide greater individual support to students.

The programme adopts a broad range of learning approaches involving a mixture of formal and informal methods of teaching. Considerable input from students is planned through, for example, group discussions and presentations. Theoretical concepts might typically be delivered in a lecture followed by group tutorials / workshop-style sessions. Group discussion and interaction will encourage students to critically examine such concepts. In addition, students are expected to undertake considerable independent study to support classroom-based contact time.

Throughout the programme students, as part of their personal development, students will be engaged in a comprehensive programme of Personal Development Planning and Skills Development which will provide them with opportunities to develop and further refine their core academic competencies and improve transferable skills.

12. Employability Strategy:

The programme will develop the employability skills expected of Master's graduates including critical skills, self-reflection, advanced communication skills both oral and written, evaluation of complex and potentially contradictory arguments, analysis of texts and the ability to manage time. Furthermore, the flexibility built into both the assessment and the learning strategies allows students to develop theological skills vital for a wide range of different professions. The theological proficiency fostered by the programme will therefore enhance the professional development of students who are already working in relevant areas and will enable those who wish to pursue a career in these vocations to gain crucial skills. The programme will also develop the research skills required for further graduate research. The dissertation module in particular will equip students with the necessary expertise in academic practice required to begin doctoral level work.

13. Retention and Progression Strategy:

The College has expertise in supporting students who have a variety of learning styles and academic abilities. Group work and group tutorials are designed to enable students to learn from each other. These are combined with one-to-one tutorials - providing individual students with tailored support and, where appropriate, developing individual action plans to enable students to further develop core academic competencies, improve approaches to assessment in light of feedback and increase academic achievement. The College provides extensive pastoral support to students as changes in students' personal circumstances often have a direct impact on student retention and progression, and ultimately academic achievement.

14. Student Support:

In the first instance, academic support for students is provided by the module tutor(s) with whom students can make individual appointments for one-to-one student support related to module content. Individual personal tutorial sessions are available to all students and appointments can be scheduled with any member of the College's core academic staff team. In addition, the College's Academic Office provides specific advice and support to students who require additional support or reasonable adjustments, for example due to a disability or learning difficulty.

The College's student support programme covers the following areas: Academic writing advice, careers and volunteering advice, disability support, IT support, pastoral and academic advice, welfare advice, counselling and library/information support. In addition, through referrals the College is able to direct students to more specialist support in the areas of dyslexia support and mental health advice.

15. Accessibility and Inclusive Practice:

The College is committed to making its programmes accessible to all students including those with physical disabilities and learning difficulties, and to that end its programmes are designed in the light of both current legislation and recognised good practice in relation to the promotion of diversity and equal opportunities.

The College seeks to provide support to students with disabilities and special educational needs from the first contact made by a prospective applicant to the College. Throughout the admissions process, applicants are encouraged to notify the College of any disability or special educational need they are already aware of and are reassured that this will not be used as part of the admissions process, but rather that it is the intention of College staff to be pro-active in ensuring that any additional access requirements are addressed, and/or reasonable adjustments considered. The College's support for each student who has a disability or special educational need is set out in the student's individual support plan. Wherever students are eligible for external support, every effort is made to support them in accessing this, including for example in facilitating formal assessment of special educational needs.

16. Programme Quality Indicators and Results:

The quality of the programme will be assured through a range of approaches, including student module and teaching evaluations (for all modules) and Boards of Studies meetings in which student representatives meet with academic staff. Such meetings provide opportunities for student feedback on the quality of teaching, learning and assessment and also on learning resources, facilities and other aspects of the College's provision to enhance the student experience. Annual external examiner reports and annual monitoring reports of the Quality Assurance Agency provide external assessment and assurance of the quality of the College's programmes. Other indicators will be the annual monitoring reports submitted to the University, the College's annual staff appraisal process, future Teaching Excellence Framework (TEF) submissions (both at institutional and subject levels) and the annual results of the National Student Survey (NSS).

17. Special Features:

A Trimester-based Academic Year
A trimester-based academic year consists of 36 teaching weeks comprising three trimesters each with 40 credits of study. This will enable students who need to work alongside study (for example in a ministry context) to extend their studies over more weeks and in so doing reduce the intensity of a typical semester-based approach.

A typical trimester-based academic calendar is set out below:
Trimester 1: September to December (12 weeks): 2 x 20 credit modules = 40 credits
Trimester 2: January to March (12 weeks): 2 x 20 credit modules = 40 credits
Trimester 3: April to July (12 weeks): 2 x 20 credit modules = 40 credits

It is anticipated that in general modules will be taught as study weeks or study weekends in order to facilitate student engagement. These options will be clearly set out prior to student enrolment onto the course in order to comply with CMA requirements.

18. Resources:

Facilities
Over the last three years, Christ the Redeemer College has acquired and refurbished a Grade II listed property in Harrow, North West London. The building comprises a large lecture/conference room, five teaching/seminar rooms, a modern library with quiet study space, a computer suite and various social spaces for students to interact (including kitchen and refreshment facilities). All of the teaching rooms are well-equipped with audio visual training equipment. The redevelopment of the lower ground floor of the building has been recently completed and will be brought into full use for the start of the 2019-20 academic year.

Management staff

The College's programmes are managed by the Rector, Deputy Rector, Academic Director and Heads of Schools. The Academic Director acts as the principal point of contact for the University and oversees the management of the programme and the arrangements for boards of study, assessment boards and other University requirements.

Teaching Staff

All lecturers hold Master's level qualifications, and most also hold doctoral level qualifications. The College actively encourages the continuous professional development of all staff, full- and part-time. The current focus of this for experienced higher education practitioners teaching at the College consists of a programme of activities that will facilitate individual members of staff obtaining Fellowship of the Higher Education Academy (at various levels of fellowship). Staff who may be appointed in future who are newer to teaching in a higher education context will be expected to undertake a Postgraduate Certificate in Higher Education. Annual peer appraisal, managed by the Rector and Academic Director, gives opportunity for staff to identify their own training needs and for the agreement on an individual CPD plan for each member of staff.

Support Staff

The College's support staff includes a Learning Resources Manager who assists and advises students on the use of the various IT platforms used by the College: Moodle (VLE) and digital library, Zoom (video conferencing), Microsoft Office 365 and Turnitin. The College's finance and administration staff are all appropriately qualified for the work they are required to do and also have individual CPD plans agreed through the College's annual staff appraisal process.

Library Provision

The College's physical library space consists of over 2000 books and journals in addition to electronic library resources, which students access via the VLE. Each module includes module readers which are typically book chapters or journal articles available in pdf format which can be downloaded from the VLE.

IT Provision

The College has a dedicated IT suite. In practice most students choose to bring a laptop or tablet computer with them to lectures, seminars etc. However, the IT suite is very useful for induction and training sessions covering topics such as using Office 365, Turnitin, Moodle, research and referencing software etc.

19. **Staffing Requirements:**

The programme will be taught by existing members of staff at Christ the Redeemer College who have taught these modules under previous validation arrangements, with the exception of the entrepreneurship pathway which has not been previously validated. for a range of higher education courses and they will continue to be involved. Please see attached CVs for further details.

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