PROGRAMME SPECIFICATION

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

    Foundation Year in Theology and Ministry

2. **Available Awards:**

    None

3. **Entry Requirements:**

    Study at Level 3 in which the following requirements have not been fully met: 2 A levels, NVQ level 3, BTEC National Diploma, Access to Higher Education Diploma, AVCE, 60 credits at OCN Level 3 or equivalent qualifications.

    Applications from mature students over the age of 21 without qualifications, whereby on the basis of the College's interview and initial student evaluation process, it considers the foundation year to be necessary.

4. **Aims of the Programme:**

    The programme aims to enable students to:

    - develop their knowledge and understanding of some important principles of leadership and of key concepts in their chosen field of academic specialisation;

    - develop their knowledge and understanding of the core academic competencies required for higher education study, including English for academic purposes;

    - develop their skills in working collaboratively with others and in managing themselves, including time management in relation to assessment deadlines;

    - develop their skills in problem-solving and in practical areas such as using information technology appropriately;

    - develop their skills in reading academic texts, find and use information appropriately and apply appropriate referencing conventions;

    - develop written and oral communication skills.

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 undergraduate programmes combine academic study and practice. The Foundation year prepares students extensively to learn and develop foundational academic skills in academic English, critical thinking, communication skills, and core academic skills. All students will undertake a practical module in principles of leadership as well as discipline-specific modules – one of which will provide a foundation in academic English with the student's chosen field of further study in mind. In the following year students progress onto one of the College's BA programmes.

Content: Through this programme students engage with core academic competencies required for further study in higher education. In addition, students develop their self-

awareness, which enables them to develop their leadership capacity, and are provided with foundational study that is discipline-specific.

Skills: Students are able to communicate both in writing and in presentations. They will develop core academic competencies and academic English that includes technical terms relevant to their chosen field of future study. They will also have the ability to work and think independently and to solve problems.

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

INTENDED LEARNING OUTCOMES	TEACHING METHODS	HOW DEMONSTRATED
A. Knowledge and Understanding		
A1 Demonstrate introductory knowledge of some important principles of leadership.	Lectures, tutorials, group discussion, guided reading.	Written assessments, individual presentations.
A2 Demonstrate introductory knowledge of key concepts in a student's chosen field of academic specialisation.	Lectures, tutorials, group discussion, guided reading.	Written assessments, individual presentations.
A3 Demonstrate introductory understanding of the core academic competencies required for higher education study.	Lectures, tutorials, group discussion, guided reading.	Written assessments, individual presentations.
A4 Demonstrate knowledge of English language for academic purposes.	Lectures, tutorials, group discussion, guided reading.	Written assessments.
B. Subject Specific Skills, including practical and professional skills		
B1 Time management, skills including the important of meeting assignment deadlines.	Lectures, tutorials, group discussion, guided reading, personal development planning.	Written assessments, individual presentations.
B2 Collaborative working skills, including developing the confidence to contribute to group discussion.	Lectures, tutorials, group discussion, guided reading, personal development planning.	Individual presentations.
B3 Problem-solving skills, including interpreting and responding appropriately to assessment questions.	Lectures, tutorials, group discussion, guided reading.	Written assessments, individual presentations.
B4 IT skills, including using a computer to produce written assignments and presentation slides, and in designing a basic file	Lectures, tutorials, group discussion, guided reading, personal development planning.	Written assessments, individual presentations.

structure for the storage of information.		

C. Advanced Skills and Experience		
C1 Experience of undertaking secondary research and understanding the value of different sources of information.	Lectures, tutorials, group discussion, guided reading.	Written assessments, individual presentations.
C2 Experience of reading and interpreting academic texts; summarising, paraphrasing and quoting from sources using appropriate referencing conventions.	Lectures, tutorials, group discussion, guided reading.	Written assessments.
C3 Written communication skills related to the student's chosen field of further study / professional practice, including the skill and confidence of writing in an academic voice.	Lectures, tutorials, group discussion, guided reading.	Written assessments.
C4 Oral and presentation skills related to the student's chosen field of further study / professional practice.	Lectures, tutorials, group discussion, guided reading.	Individual presentations.

Learning Outcomes for Exit Awards:

This is not applicable to the Foundation Year programme as there is no exit award that is relevant to this programme.

External Reference points used and professional body requirements:

The QAA Subject Benchmark Statement for Theology and Religious Studies (October 2014), which can be accessed at: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-theology-religious-studies.pdf

8. **Programme Structure and Requirements:**

This programme will be delivered in full-time study mode as set out below:

Full-time study mode

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

Module type	Module code	Module name	Credit value (CATS)
Core modules	CTF001	Introduction to Theological English	20 credits
	CTF002	Communication and Technology for Academic Purposes	20 credits
	CTF003	English for Academic Purposes	20 credits
	CTF004	Introduction to Academic Skills	20 credits
	CTF005	Principles of Leadership	20 credits
	CTF006	Christian Beliefs and Practices	20 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 module of the programme is designed to encompass formative assessment (which is often class-based) followed by summative assessment tasks using a variety of methods including exams, essays, reports, individual presentations, group presentations which are supplemented with an individual written report, role play, book reviews, personal development planning and journals of work experience.

Assessment can include self, peer or group approaches. For example, students may be asked to self-assess their own work and there may also be a peer-assessment process in which students, individually or in groups, offer feedback on one another's work.

Each module will typically have a portfolio or two pieces of assessed work. The variety of tasks will develop a range of academic skills and are designed to foster students' capacity for independent learning, self-reflection and problem solving.

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 levels 4-6. 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: Exams and written assignments, Presentations and digital media content 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 4
Exams and written assignments: Examination Essay Report Exegesis Textual Critique Case Study Book Review Research Project Dissertation	Command of topic Integration/range of appropriate sources Critical distance Structured argument Referencing conventions Grammar, spelling, syntax Bibliography
Presentations and digital media content: Individual Presentation Group Presentation Digital Media Product Sermon Roleplay	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 (including work-based learning 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) and the QAA Subject Benchmark Statements for Theology and Religious Studies (October 2014).

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 Foundation Year programme has been developed in consultation with the College's partners especially local churches within the Redeemed Christian Church of God denomination, and other church networks that often employ those who graduate from the College's programmes at different levels of study.

Given that the focus of the Foundation Year is the development of core academic skills, many of the other professional / vocational skills (such as those required in the occupational standards for relevant degree apprenticeships) are embedded in the College's BA programmes.

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:

This programme seeks to embed the development of core academic competencies alongside the development of theoretical/conceptual frameworks that are specific to the discipline that will be the student's focus of further study on one of the College's BA programmes. The Foundation Year programme seeks to develop students' emerging abilities and skills and to develop critical self-awareness – a necessary precursor for professional practice and further study in any of the subject areas in which further study is offered by the College.

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 predominantly by existing members of staff at Christ the Redeemer College. Several members of staff have long-standing experiences of delivering study skills modules for a range of higher education courses and they will continue to be involved. Please see attached CVs for further details.

Date of Production: 1 April 2019