

1	Awarding Institution:	University of Exeter
2	School(s)/Teaching Institution:	South West Ministry Training Course
3	Programme accredited/validated by:	University of Exeter
4	Final Award(s):	<i>Certificate in Theology</i>
5	Programme Title:	SWMTC Partner Programme in Theology
6	UCAS Code (if relevant):	
7	FHEQ Level of Final Award(s):	4
8	QAA Subject Benchmarking Group:	<i>Theology and Religious Studies</i>
9	Date of Production/Revision:	July 2010

1 0	Programme Structures and Requirements, Levels, Modules, Credits and Awards	
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The Certificate in Theology is designed to meet the specific needs of students exploring the issues raised by contemporary Christian theology through a course of part-time study.

Students wishing to gain the Certificate in Theology will acquire 120 credits at Level 1.. Where students are exempted from Level 1 work by APL this will be a maximum of 60 credits by APL, of which at least 30 must be in theology/religious studies.

Level 1 credits

Students will normally acquire the 120 Level 1 credits which comprise the Certificate in Theology with 60 credits of modules in doctrine and ethics, and 60 credits of modules in Bible and Church History.

Modules in doctrine and ethics (offered alternate years from 2010-11 on)

SWM1712 Introduction to Christian Doctrine I 20 credits
SWM1722 Introduction to Christian Doctrine II 20 credits
SWM1732 Introduction to Christian Ethics 20 credits

Modules in Bible and Church History (offered alternate years from 2011-12 on)

SWM1742 Introduction to the Bible I 20 credits
SWM1752 Introduction to the Bible II 20 credits
SWM1762 Introduction to Church History 20 credits

Students will normally complete 60 credits of modules in doctrine and ethics and 60 credits of modules in Bible and church history. Where students have successfully completed the Certificate in Theology which comprises these same modules, students may request AP(C)L of this award towards the Diploma in Theology.

There will be no choice of modules in any given year.

The Accreditation of Prior (Experience and) Learning: AP(E)L

APL may be used to gain exemption from some of the credits required for the Certificate on the basis of credit gained in study elsewhere of material deemed equivalent to some or all of our Doctrine modules, Bible modules, or in study of other topics, as long as the following limits are kept to:

- No more than 60 APL credit exemptions may be used towards a Certificate in Theology;
- No more than 30 APL credit exemptions may be from subjects other than doctrine or bible;
- No more than 60 of the 120 credits (normal and AP(C)L exemptions) used towards the Certificate may be in Bible modules;
- No more than 60 of the 120 credits (normal and AP(C)L exemptions) used towards the Certificate may be in Doctrine modules;
- Where both APL non-bible and non-doctrine credit exemptions, are used towards the Certificate, the remaining credits must include credit from at least one doctrine and one bible module.

1	Educational Aims of the Programme
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The Certificate in Theology is specifically designed for part-time mature students studying at evening classes (distance learning alternatives being available for the latter). Admission to the programme at Level 1 is open-access, and does not assume that students come with prior qualification.

SWMTC, by providing the Certificate in Theology, aims to enable students to gain to introduction to the exploration of:

- the contexts, development and meanings of the texts of the Hebrew Bible and the New Testament;
- the history of Christian theological thought, including aspects of Christianity's relationship to other religions;
- the critical questions, philosophical, political, ethical and historical, raised in the modern and post-modern world about religion in general and the Christian religion specifically; also the critical questions, philosophical, political and ethical, raised by the Christian religion about the world;
- the history of the Christian church, and of its denominational diversity, and the implications of that history for contemporary worshipping communities;

SWMTC aims:

- to provide a supportive, friendly and enjoyable context for the exploration of this subject matter;
- to enable students in this supportive environment to face critical questions about their own beliefs and practices, and the beliefs and practices present in the world around them;
- to fit students to be thoughtful and questioning explorers of theology;
- to introduce students to a variety of methods of study of this wide-ranging subject-matter, and so to foster mental agility and adaptability;
- to develop academic and personal skills that equip students for a life of further study.

SWMTC further aims:

- to provide high quality teaching that is innovative, engaging, and where possible collaborative, and that helps students to become active and independent learners in their own right.

	Programme Outcomes
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Confirmation of conformity with the relevant subject benchmark statement, or rationale for non-conformity

This programme complies with the QAA benchmark statement for Theology and Religious Studies (given the level of the final award).

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Teaching and learning methods - General Comment

Modules are offered through a variety of means including face-to-face and VLE (Moodle)-supported distance learning. In order to foster autonomy in learning students are strongly self-directed (with timely and appropriate support as needed), with the flexibility to study when and where best suits them. In addition, students are required to attend a number of dayschools (one per module).

Assessment

Essays

The majority of assessment for the modules in Bible, doctrine, ethics, liturgy and spirituality will be by essay-type assignments, in which students can engage in extended reflection upon sources from or about a religious tradition, and can describe some of its forms in broad terms, describe and summarise its classical sources, demonstrate an awareness of key themes in its interpretation, and show their awareness of the complexity of that tradition, as appropriate to the module in question. The essays will give students an opportunity to represent the views of others, and (perhaps over the course of several modules) to use a number of methods of study.

Other Forms of Assessment

The biblical modules will all involve exercises in close exegesis (critical textual commentary) of the text.

Feedback on Assignments

All Stage 1 undergraduate students will receive within the first six weeks informal written feedback on an assignment.

All students on Level 1 modules will receive informal written feedback during the course of the module, in time for it to assist with their final assignment for that module.

Students will receive first marker's marks and be given access to informal written feedback on *all* pieces of assessed coursework within four term-time weeks of the assignment's hand-in date.

On successfully completing the programme, a graduate should be able to demonstrate:

1. Knowledge and critical understanding of biblical texts, including at least one text studied in some detail

Teaching/learning methods and strategies

Lectures and exegetical sessions in the Level 1 sessions on the Bible.

Assessment

Exegeses (critical textual commentaries) will be set in the biblical modules as a core skill of the theological student.

Essays in those modules will assess broader understandings of specific biblical books and genres.

2. Knowledge and critical understanding of the way contemporary systematic theologians approach one major issue in Christian theology

Teaching/learning methods and strategies

Lectures in the Level 1 modules on doctrine will give students a good grounding in the basic tools of systematic theology.

Assessment

Essays in the modules detailed above will assess the student's ability to deploy reasoned, critical argument, with significant amounts of guidance, in conversation with major theological thinkers.

3. Knowledge of ethical theory and of the way one major issue is approached in theological ethics

Teaching/learning methods and strategies

The lectures and case-studies of the module on Christian ethics will provide the grounding in this area.

Assessment

The assignments in the ethics module will assess both general understanding and the ability to apply ethical theory to a major issue in theological ethics.

4. A secure grasp of exegetical and hermeneutical skills.

Teaching/learning methods and strategies

A strong emphasis on reading strategies and understandings of interpretation is found in the biblical modules.

Assessment

Biblical exegesis will be specifically assessed within the summative assignments of the biblical modules. An understanding of hermeneutics is assessed through the other assignments of those modules, and through one of the assignments of the ecotheology module.

5. Understanding of the development of Christian beliefs and practices.

Teaching/learning methods and strategies

The development of Christian beliefs and practices is studied through the doctrine and church history modules

Assessment

The essay assignments of the doctrine and church history modules, and in the Level 2 module Reading the Modern Theologians will assess understanding of the development of the Christian tradition.

6. Reflective engagement with other faith traditions.

Teaching/learning methods and strategies

Other faith traditions are addressed in the study day of a Level 1 Doctrine module

Assessment

7. the ability to identify, gather, and engage with primary data and source material

Teaching/learning methods and strategies

Throughout the modules there will be an emphasis on engaging with primary sources – through for example exegesis of biblical texts, understanding liturgies in their context, and reading major theological thinkers.

Assessment

Exegesis provides a particularly good assessment of engagement with primary sources. Accurate engagement with primary sources will also be an assessed learning outcome in other modules, such as Introduction to Church History..

8. the ability to communicate information, ideas, arguments, principles and theories by a variety of means, for example essays of various lengths which are clearly organised and presented;

Teaching/learning methods and strategies

Accurate and thoughtful communication of information, ideas and principles will be reinforced through class interaction (and on-line discussion) and in the feedback on essays and other assignments

Assessment

The essay format provides a demanding test of the accurate marshalling of information, arguments and theories, and will be the dominant mode of assessment for the Certificate..

1 4	Support for Students and Students' Learning
<p>SWMTC holds a dedicated theological library of around 9,000 volumes, and makes available a postal service from its collection. It also has a reciprocal arrangement with the Bishop Philpotts Library in Truro. A VLE (Moodle) platform contains documents for each module, plus handouts and excerpts from published material.</p> <p>SWMTC's website www.swmtc.org.uk is a more general source of news and resources connected with ministerial training in the region.</p> <p>Students will be expected to have a defined set of basic IT skills in order to start the programme. They will receive briefing on the database and on-line resources available through Moodle. Students taking modules by distance-learning will receive further briefing on how to make best use of this mode of learning.</p> <p>In addition, students have access to the Disability Resources Centre of the University. A study skills service is provided.</p> <p>SWMTC events contain regular sessions for review, which also feed into the work of the Staff Student Liaison Committees.</p>	

1 5	Admission Criteria
<p>Admission to the Certificate is open-access. No previous qualifications are needed, though students without any background in higher education may be offered suggestions for pre-reading to hone their skills for Level 1 study.</p> <p>SWMTC seeks to support all students irrespective of disability. SWMTC has an equal opportunities policy which can be consulted on its website.</p>	

1 6	Regulation of Assessment and Academic Standards
<p>Like all other academic programmes in the University, this one will be subject to an agreed School assessment marking strategy, underpinned by institution-wide assessment procedures. The security of assessment and academic standards is further supported through the External Examiners appointed for each programme. Their responsibilities are described in the University's code for external examiners and include access to draft papers, course work and examination scripts. The Board of Examiners is chaired by the University's Programme Co-ordinator. Attendance at the Board of Examiners and provision of an annual report are both required of Externals. Clear procedures are also in place for the monitoring of these annual reports at both School and University level. See the University's TQA Manual for details of these processes (http://www.ex.ac.uk/admin/academic/tls/tqa/).</p>	

1 7	Indicators of Quality and Standards
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There will be regular review of the quality of provision, conducted under the direction of the University's Programme Co-ordinator, who reports to the Collaborative Provision Committee. The University and its constituent Schools draw on a range of data in their regular review of the quality of provision. The annually produced Performance Indicator Dataset details admission, progression, completion and first career destination data, including comparisons over a five year period.

1 8	Methods for Evaluating and Improving Quality and Standards
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These include the annual review of both modules and programmes which draw on feedback from such sources as external examiner's reports, student evaluation, student achievement and progression data. In addition, subject areas are reviewed every four years through a subject and programme quality review scheme that includes external input. These procedures are recorded in codes of practice contained in the TQA Manual.