

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 Christian Theology for Ministry</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:	June 2010

1 0	Programme Structures and Requirements, Levels, Modules, Credits and Awards	
--------	--	--

The Certificate in Theology for Christian Ministry is designed to meet the specific needs of students preparing for accredited ministry (lay or ordained) in the Church of England and the Methodist Church by a course of part-time study.

Students wishing to gain the Certificate in Theology for Christian Ministry will normally acquire 120 credits at Level 1. Students may apply for a maximum of 60 credits by APL in accordance with the Certificate in Theology for Christian Ministry Programme rules for APL and the University's general Degree Regulations.

Level 1 credits

Students will normally acquire the 120 Level 1 credits that comprise the Certificate in Theology for Christian Ministry with 50 credits of 'formational' modules, specifically geared to the exploration of ministerial identity and practice, 30 credits of modules in doctrine and ethics, and 30 credits of modules in Bible and Church History, together with 10 credits APL applied for on the basis of past experience or the process of candidating for ministry. *Foundation Degree Benchmarking Statement Para 29 refers.*

Formational modules

SWM1942 Reader Development Module I (20 credits)

SWM1952 Reader Development Module II (20 credits)

SWM1961 Reader Development Module III (10 credits)

Modules in doctrine and ethics

SWM1811 & 1812 Introduction to Christian Doctrine I (10 credits or 20 credits)

SWM1821 & 1822 Introduction to Christian Doctrine II (10 credits or 20 credits)

SWM1831 & 1832 Introduction to Christian Ethics (10 credits or 20 credits)

Modules in Bible and Church History

SWM1841 & 1842 Introduction to the Bible I (10 credits – also available at 20 credits)

SWM1851 & 1852 Introduction to the Bible II (10 credits – also available at 20 credits)

SWM1861 & 1862 Introduction to Church History (10 credits – also available at 20 credits)

The Certificate in Theology for Christian Ministry may also be awarded to ordinands who registered originally for the Foundation Degree in Christian Theology for Ministry, and who leave the programme without completing the Foundation Degree, but with 120 credits at Level 1. These students will have completed SWM 1915, Ministry Development Module I, rather than the Reader Development Modules listed above.

The variable credit load for evening class modules for ministry students at Level 1 are required in case students need to modify their pathway to meet specific ministerial needs.

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, Ministerial development 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 for Christian Ministry;
- No more than 30 APL credit exemptions may be from subjects other than doctrine or bible;
- No more than 30 of the 60 APL credit exemptions used towards the Certificate may be in Bible modules;
- No more than 30 of the 60 APL credit exemptions used towards the Certificate may be in Doctrine modules;
- Where both APL non-bible and non-doctrine credit exemptions, and credit from APCL on Reader Development and Ministry Development modules, are used towards the Certificate, the remaining credits must include credit from at least one doctrine and one bible module.

It has been agreed that students enrolling on the BTh(Min) in 2009-10 may transfer the credits and credit exemptions earned during that academic year to the Certificate. Marks for Exeter-taught modules for which credit has been transferred in this way will count towards the final classification of the Certificate.

1	Educational Aims of the Programme
1	

The Certificate in Theology for Christian Ministry is specifically designed for part-time mature, ministerial students studying through ministerial study days and residential events and at evening classes (distance learning alternatives being available for the latter). Admission to the programme is restricted to candidates accepted for lay or ordained ministerial training under the auspices of the South West Ministry Training Course. For such students it is an open-access programme, and therefore does not assume that students come with prior qualification.

The close integration between 'workplace' experience and academic learning involved in our approach to ministerial training fits extremely well with the ethos of the Certificate. The 'employer' in this context is ultimately our two sponsoring churches. Ministerial students have all been working - usually in a voluntary capacity - in church settings for many years. APL arrangements will recognise that experience, and also the work done in preparing to candidate for ministerial training. The 'workplace' in this context consists of those ministerial settings to which past experience and the opportunities of training provide access. SWMTC, as 'programme provider', works in close collaboration with the ministers with responsibilities in those settings to ensure a rich learning experience for students, and one moreover that makes genuine connections with the realities of the ministries for which students are being trained. It is the policy of our sponsoring churches that the needs of training take priority over other work to be done in those ministerial settings. This ensures that SWMTC can set the pattern of the work-based learning taking place and regulate the extent of the student's overall commitment.

SWMTC, by providing the Certificate in Christian Theology for Ministry, aims to enable students to explore

- the contexts, development and meanings of the texts of the Hebrew Bible and the New Testament, with particular reference to preaching and teaching in a church context;
- the history of Christian theological thought, including aspects of Christianity's relationship to other religions, and the implications of that tradition and that relationship for contemporary ministerial practice;
- the 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 questions, philosophical, political and ethical, raised by the Christian religion about the world, and the application of those questions to ministerial life
- the history of the Christian church, and of its denominational diversity, and the implications of that history for contemporary worshipping communities;
- the theology and practice of worship, liturgy, spirituality and prayer;
- the theology and practice of Christian ministry in a changing social and cultural context;
- the personal issues raised by a process of formation for ministry

SWMTC aims:

- to provide a supportive, friendly and enjoyable context for the exploration of this subject matter;
- to fit students to be thoughtful and questioning ministerial practitioners;
- 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 and reflection on ministerial practice

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
<i>Confirmation of conformity with the relevant subject benchmark statement, or rationale for non-conformity</i>	
<p>This programme complies with the QAA benchmark statement for Theology and Religious Studies (given the level of the final award) and with appropriate elements of the benchmark statement for Foundation Degrees (given the level of the final award)..</p>	

	<p>Progression</p> <p><i>Stage 1 (Certificate) – normally 120 credits at Level 1</i></p> <p>By the end of Stage 1 students will be expected to be proficient at the clear written presentation of information, ideas, arguments, principles and theories, and in engaging in written form with a wide range of written and other sources, as appropriate for Level 1 modules. The assignments they undertake will allow them to work with limited autonomy within well-defined guidelines; the course material they cover will have surveyed the theological field, and introduced them to a range of methods of theological inquiry, together with key issues for the practice of contemporary Christian ministry.</p> <p>Students will normally be allowed to take Level 2 modules once they have completed satisfactorily 80 credits of Level 1 work. Full admission to the Foundation Degree in Theology for Christian Ministry will depend on satisfactory completion of the Certificate.</p> <p>Reader candidates will not normally undertake Level 2 study, unless their prior qualifications (recognised in the award of APL) make this appropriate. However, suitably qualified Reader candidates will be welcome to register for the Foundation Degree, and the provision of Level 2 versions of Reader Development Modules II and III is designed to facilitate this.</p>
--	---

Module choices

Every student will have an individual pathway negotiated with their Programme Director, in the light of their past experience and individual training needs for the ministry for which they are being sponsored.

It should be noted however that in any given year there is no choice of modules offered. At the end of this document indicative pathways are given for ministerial students studying for the Certificate in Theology for Christian Ministry.

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 for evening class modules, two per module for Ministry Development Module I, five per module for Reader Development Modules) and residential courses (six per module for Ministry Development Module I, one per module for Reader Development Modules). Each student will have an individually negotiated learning pathway.

Assessment

Essays

The majority of assessment for the modules in Bible, doctrine, ethics, and liturgy 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. Essay titles will in every module be geared appropriately towards the ministerial skills the module aims to develop.

Use of a Reflective Journal The modules on ministerial development all require the completion of a learning journal to foster skills of reflection and self-awareness. These journals are part of the formative assessment for the relevant module; the progress of the journal will be monitored throughout the course of the module.

Other Forms of Assessment

The modules on ministerial development will contain assessment of the student's performance at certain core ministerial activities such as leading worship, preaching, and teaching a short course of study. This assessment will involve home ministers and members of the home congregation. Assignments may also include writing an appropriate pastoral letter or an article for a church magazine. A high premium is put on skills of observing and analysing local contexts, so assignments also include reports on placements, with the analysis of oral reports and published data

Feedback on Assignments

All Stage 1 undergraduate students will receive within the first six weeks informal written formative 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.

Passing all elements of the ministerial practice modules

Because these modules relate directly to learning outcomes that must be attained as part of the attainment of certain standards required for recognised ministry, all elements of the modules must be passed for an overall pass to be gained.

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

NB These learning outcomes are informed by those laid down by Ministry Division of the Church of England as appropriate to the point of licensing as Reader, as well as the half-way point of study towards ordination (the stage of attainment of the Foundation Degree)

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

Teaching/learning methods and strategies
Lectures and sessions drawing out the meaning of the text in the sessions on the Bible, supplemented by biblical material in the modules focussing on ministerial development..
Assessment
Exegeses (critical textual commentaries) will be set in the biblical modules as a core skill of the minister. 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 modules on doctrine will give students the grounding necessary for Reader ministry and for this stage in training for ordination.
Assessment
Essays in the modules detailed above will assess the student's ability to deploy basic levels of theological argument 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. This is supplemented by practical ethical reflection during MDMI and RDMII.
Assessment
The assignments in the ethics module will assess both general capacity for ethical analysis and the ability to apply ethical theory to a major issue in theological ethics.

4. Skills as a reflective practitioner, in leading public worship and in preaching.

Teaching/learning methods and strategies
Reflective journal in the formational modules supported by regular conversations with tutors. Annual self-assessment. Four assessed leadings of worship and four assessed preachments, supported by learning threads in preaching (RDMI, MDMI) and in liturgy (RDMII, MDMI). These assessments will include contributions from the home minister and congregation.

Assessment

Journal is assessed formatively and monitored throughout the modules. Minister and congregation feedback must be included in student's reflection on practice in leading worship and preaching.

5. Insight into the practices of other churches.

Teaching/learning methods and strategies

Training in the theology of worship (RDMII, MDMI), conducted ecumenically. The observation placements in MDMI and RDMI are specifically designed to introduce the student to an unfamiliar practice of church

Assessment

The reports on the observation placements require detailed comparison of the practices of the student's home and placement church.

6. Insight, openness, maturity, integrity and stability in the face of pressure and changing circumstances, and the capacity to reflect on personal strengths and weaknesses.

Teaching/learning methods and strategies

These qualities are formed through the whole process of training while sustaining other life-commitments. They are reflected on within SWMTC residentials and study days and in regular discussion with tutors.

Assessment

(6) The learning journal and self-assessment, assessed formatively, provide evidence of the student's reflection on their personal responses to the challenge of ministry

Teaching/learning methods and

7. Ability to develop and sustain healthy professional, personal and pastoral relationships as ministers.

strategies

Good practice in building relationships and attending and collaborating with others is instilled from the beginning of MDMI/RDMI onwards, particularly through the sessions on listening skills and ministerial boundaries. Effective collaboration is also required in the joint preparation of worship on the Course weekends/study days

Assessment

The student's interaction in learning groups is monitored by SWMTC staff, and their capacity to reflect on their interaction is assessed through the learning journal and self-assessment (see above)

8. Good practice in a limited range of pastoral relationships, and in being supervised.

Teaching/learning methods and strategies

Guidelines for effective pastoral practice are provided in MDMI and RDMIII.

Assessment

Again through the learning journal, and observation by SWMTC staff.

9. Capacity to reflect on mission in a range of contexts.

Teaching/learning methods and strategies

The contextual work in MDMI, and the whole of the main thread of RDMII, introduces the student to missiology, anchored in reflection on the regional context and supported by a range of talks by practitioners.

Assessment

The 'church in context' assignment within MDMI, and the essay assignment in RDMII, assess the student's capacity to analyse their geographical and ecclesial context, and the opportunities for and challenges of mission..

The theory of adult learning is treated

10. Understanding of how adults learn.

within RDMIII, and also during the preaching threads in RDMI and MDMI, using lectures, practical exercises in preaching, and self-administered questionnaires.

Assessment

Effective communication to adults is assessed through the assessment of preaching on preaching exercises and by home ministers and their congregations (RDMI, MDMI)

11. 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, and in the (more interactive) sessions within the modules on ministerial development.

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.

The weighing of different elements in theological evidence is a core skill of the reflective journal in MDMI and RDMI-III..

Ultimately this is an exercise in hermeneutics – reading the different resources of the tradition.

Teaching/learning methods and

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

strategies

The development of Christian beliefs and practices is studied through the doctrine and church history modules,, and the teaching on liturgy in MDMI and RDMII. The essay assignments of the doctrine and church history modules will assess understanding of the development of the Christian tradition.

Assessment

The essay assignments of the doctrine and church history modules will assess understanding of the development of the Christian tradition.

13. Reflective engagement with other faith traditions.

Teaching/learning methods and strategies

Other faith traditions are addressed through a field trip and debriefing sessions in MDMI, teaching sessions in RDMIII, and on the study day of SWM1811.

Assessment

Engagement with other faiths is assessed through a special journaling assignment in MDMI, the journaling of RDMIII, and the option of an essay on SWM1811.

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>SWMTC provides staff and personal tutors, and appoints placement ministers, to support students' learning and formation. These are persons with professional pastoral skills and experience able to support students through the profound experience that is formation for public ministry. Directors of ordinands and equivalent officers from the sponsoring churches visit Course residential and study day events regularly and advise students on their destinations after training.</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 to all those who have been sponsored for this form of training by the Church of England. APL and progression rules apply to those seeking to enter the degree carrying past credit from other programmes.</p> <p>A defined level of competence in IT will be necessary to start the programme, and support will be offered to enable prospective students to attain this.</p> <p>SWMTC does not reject appropriately sponsored applicants, and 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
--------	---

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/>).

In addition, SWMTC's ministerial provision will be validated by the Quality in Formation Panel of Ministry Division of the Church of England as part of its regular cycle of professional inspection and validation.

1 Indicators of Quality and Standards

7

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 Methods for Evaluating and Improving Quality and Standards

8

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.

Pathways to the Certificate

Ordinands:

Level 1	Term 1	Term 2	Term 3	All year 1	APL
Year 1	Doctrine (or Bible): 10 credits	Doctrine (or Bible) II: 10 credits	Ethics (or Church History): 10 credits	Ministry Development Module I: 50 credits	10 credits - covering the work done as part of the

					candidating process
Year 2:	Bible (or Doctrine): 10 credits	Bible (or Doctrine) II: 10 credits	Church History (or Ethics): 10 credits		

Readers:

Level 1	Term 1	Term 2	Term 3	All year 1	APL
Year 1	Doctrine (or Bible) I: 10 credits	Doctrine (or Bible) II 10 credits	Ethics (or Church History) 10 credits	Reader Development Module I 20 credits	10 credits - covering the work done as part of the candidating process
Year 2	Bible (or Doctrine) I: 10 credits	Bible (or Doctrine) II: 10 credits	Church History (or Ethics): 10 credits	Reader Development Module II 20 credits	
Year 3				Reader Development Module III 10 credits	