MA in Applied Theology
Programme Specification

About the course		
1	**Name of course and highest award**	MA in Applied Theology
		Postgraduate Certificate in Applied Theology
		Postgraduate Diploma in Applied Theology
2	**Level of highest award (according to FHEQ)**	Level 7
3	**Possible interim awards**	Postgraduate Certificate in Applied Theology
		Postgraduate Diploma in Applied Theology
4	**Awarding/Validating institution**	University of Gloucestershire
5	**Teaching institution**	Moorlands College
6	**Faculty responsible**	Moorlands College
7	**Mode of study (full-time, part-time, etc)**	Part-time
8	**QAA subject benchmark statements**	Theology and Religious Studies
9	**Recognition by professional statutory or regulatory body (PSRB)**	None
10	**Other external points of reference**	Framework for Higher Education Qualifications (FHEQ) at Masters Level 7
11	**Date of initial validation**	25 March 2011
12	**Date(s) of revision**	25 February 2015
		July 2019
13	**Course Aims**	

Within this programme students may choose a pathway or route that allows them to focus their studies on particular areas related to their own professional practice. The pathways within the overall programme are:

> APOLOGETICS
>
> CHAPLAINCY
>
> CHRISTIAN LEADERSHIP
>
> PREACHING

The main educational aims apply to each of the courses. They are to provide you, the student, with opportunities:

1. to engage with a rigorous academic and intellectual challenge in Applied Theology and relevant disciplines, including biblical studies, theology, studies at the forefront of Christian practice, particularly in your chosen specialist field, from both Christian

	and secular perspectives, building upon a foundation of undergraduate study and appropriate professional experience (FHEQ 2, 3, 4;);
	2. to develop personally and intellectually in ways related to your own practice, through a mode of study which encourages continuing professional engagement (FHEQ 8a-c);
	3. to update and develop professional competencies, as appropriate, enabling better performance and building capacity for assuming positions of increased responsibility (FHEQ 6, 8a);
	4. to better understand, from theological and practical perspectives, the cultural context of your work and ethical issues relating to your practice (FHEQ 5).
14	**Learning Outcomes of the course** A student graduating with a PG Cert will demonstrate: 1. knowledge and understanding of the complex theoretical foundations of Applied Theology, as well as theories from the academic forefront of associated disciplines such as biblical studies, theology, and relevant spheres of Christian practice (TRS A6.1f & g; FHEQ 1, 2, 4a-b); 2. ability to undertake critical analysis of, and engage with, complex areas of theory and practice (TRS A6.1b; FHEQ 5); 3. ability to reflect critically on practice and theory, including your own beliefs and prejudices, being aware of the methodological and hermeneutical issues that may be raised (TS A6.1g; FHEQ 3); 4. ability to use relevant original/primary sources as well as secondary literature and to synthesise information in critical, and sometimes innovative, ways (TRS A6.1d, A6.1e, A6.1h; FHEQ 4.b); 5. ability to work effectively and in harmony with your beliefs (TRS A6.1h); A student graduating with a PG Dip will additionally demonstrate: 6. knowledge and understanding of ethical issues relevant to Christian professional practice and an ability to manage such issues within your practice, both on your own and with others (TRS A6.1i; FHEQ 5, 8b); 7. ability to address professional problems through application of theological and secular models of good practice relevant to your professional context (TRS A6.1h; FHEQ 5, 8b); A student graduating with an MA will additionally demonstrate: 8. ability to exercise initiative and independent, self-directed learning, taking personal responsibility, particularly in the undertaking of research tasks with minimum guidance (TRS A6.1e; FHEQ 6, 8a); 9. ability to continue your own professional development by adapting skills or

		developing new skills for new academic or professional situations (TRS A6.1j; FHEQ 7, 8c).
15		**Learning and teaching strategy**

Learning in this course is a holistic process of personal development, covering inter-relating aspects of human personality, the intellectual, spiritual, practical and relational. Learning opportunities are designed to encourage independent, critical thinking and self-motivated learning and to both challenge and encourage students' theological and social commitments.

Teaching is led by a team of highly able and experienced communicators, committed to: accommodating the variety of students' learning styles; maintaining high levels of student engagement in teaching activities; the appropriate use of technology in teaching; the provision of Learning Support to students with Specific Learning Difficulties.

The College's approach to these areas is set out in its Learning, Teaching and Assessment Framework which can be accessed via the Programme Handbook.

The following table shows which modules, through their content, contribute to supporting students to achieve the course's Learning Outcomes (see section 14 above).

	1	2	3	4	5	6	7	8	9
M1	1,2	2	2,3	3	2,3				
M20	1,2,3	2,3	2,3	1,2,3	2,3				
M22	1,2,	1,2	-3	1,2,	3				
M24	1,2	1 2	1,2,3	1,2,3	1,2				
M25	1	2, 3	2,3	1,2	2,3				
M3	1,2	1,2	1,2,3	1,2	3	1,2,3	1,2,3		
M30	1,2	1,2,3	2,3	1,2,3	2,3		2,3		
M32	1,2	1,2	1,2	1,2	1,2		1,2		
M34	1,2	1.2	1,2	1.2	1,2		1,2		
M35	1,2,3	1,2,3	3	1,2,3	2,3	2,3	2,3		
M4	1,2	1,2,3	1,2,3	1,2,3	1,2,3		3		
M9	3	3	3	1,2,3	2,3		2,3	1,2	2,3

16	**Learning and teaching methods**

Level 7

Scheduled learning and teaching activities	10%
Guided independent learning	90%
Placement and study abroad	0%

17 | **Assessment strategy**

The course's assessment tasks are aligned with programme and modular learning outcomes and teaching activities, relevant to the needs of students, fair as opportunities to demonstrate learning achievements, and appropriate to module ratings. For further details see the College's Learning, Teaching and Assessment Framework which is accessible through the Programme Handbook.

Assessment of learning is achieved through a variety of tasks. All modules have a single assessment task, all of which are, written tasks: 6,000 words for 30 CATS modules, and 4,500 for 15 CATS modules. These vary in nature: some demand reflection on the student's own practice or development or on observation of others' practice, and some are more theoretical in their orientation. The dissertation module of the MA award requires an 18,000-word dissertation.

Learning outcomes at module level are normally the subject of summative assessment.

Module	CATS	Task	Description	Module Learning Outcome			
				1	2	3	4
M1	30	A	Individual, standard written 100%, 6000 words	✓	✓	✓	
M20	30	A	Individual, standard written 100%, 6000 words	✓	✓	✓	
M22	30	A	Individual, standard written 100%, 6000 words	✓		✓	✓
M24	30	A	Individual, standard written 100%, 6000 words	✓	✓	✓	
M25	30	A	Individual, standard written 100%, 6000 words	✓	✓	✓	
M3	15	A	Individual, standard written 100%, 4500 words	✓	✓	✓	
M30	15	A	Individual, standard written 100%, 4500 words	✓	✓	✓	
M32	15	A	Individual, standard written 100%, 4500 words	✓	✓		
M34	15	A	Individual, standard written 100%, 4500 words	✓	✓		
M35	15	A	Individual, standard written 100%, 4500 words	✓	✓	✓	
M4	30	A	Individual, standard written 100%, 6000 words	✓	✓	✓	
M9	60	A	Individual, standard written 100%, 18000 words	✓	✓	✓	

18	**Assessment methods**		
	Level 7	Written exams	0 %
		Practical exams	0 %
		Coursework	100 %

19	**Location(s) of delivery**
	Moorlands College, Christchurch Campus

20	**Admissions requirements**
	The College encourages a variety of appropriate routes. For admission to a postgraduate course, applicants will need to show evidence of:

a)   Capacity to benefit from the study of practice, as part of continuing professional or vocational development. Applicants will normally have at least two relevant years of experience, and be engaged in practice whilst undertaking the course;

b)   A clear personal commitment to Christian life and service.

c)   Sufficient academic ability: applicants are normally expected to have a British degree in a theological field.

The College recognises that some people who will be interested in the course will not have a degree in theology, and possibly no undergraduate degree at all, but will have years of experience of Christian life and service. There is a need for a basic theological grounding to undertake the course successfully, but that can come from personal study and life experience as well as through formal qualification.

Where required, an IELTS Academic Certificate must have an overall score of 6.5 with at least 6.0 in each component.

Further details of the entrance requirements are available from the College.

21	**Career and employability opportunities**
	The preponderance of students who pursue the MA programme are already in employment and are undertaking postgraduate studies with a view to deepening their understanding and enhancing their skills in order better to equip them in their ministry or professional practice. Since modules are delivered by intensive study blocks, students are able to continue in their existing roles whilst studying for an MA. This not only enhances the accessibility of the programme, but it also results in the majority of students been in employment at the end of their course. At the same time, the nature of the programme, with its focus on personal and professional development, both contributes to the potential of career enhancement as well as providing potential for promotion and also improved employment prospects in the event of a desire to change situation.

22	**Management of Quality and Standards**
	The College follows the approach to the management of quality and standards as set out by the University of Gloucestershire, which validates all the College's Higher Education programmes. The University's Quality Assurance Handbook, Academic Regulations for Taught

Provision, Assessment Principles and Procedures, and associated sources of advice are all applied to the College's provision. All regulations, policies and procedures are aligned with QAA reference points. The College's own Quality Manual defines how these are implemented within the programme.

Students are able to comment on their modules and courses in various ways including an immediate feedback system, module evaluations, Course Committees and an exit survey. Quality assurance is undertaken as close as possible to the point of delivery. There is a route from the module level to courses and through to teaching staff and College levels so that issues can be addressed and delivery enhanced in the appropriate arena.

Externality is guaranteed via External Examiners appointed by the University. They submit regular reports which allow the College and University to make judgements on the quality and standards of the College's provision. The College also benefits from the input of externals in University approval and review procedures.

23	**Support for students and for student learning**

As a small college with a community feel, students have relatively ready access to teaching and support staff in a variety of ways. During the residential Study Blocks, there are opportunities to meet with tutors to discuss academic, development or other issues that they may be facing. The Course Leader functions in a general supportive role to MA students, providing course and study-related guidance, advice, and support as required, particularly during the times that students are not on campus.

The student handbook and other course information is available on the College's Virtual Learning Environment.

The College has a Disability Officer who takes particular responsibility for relevant issues.

The Learning Support Department runs an effective system of helping students with learning disabilities to successfully manage their studies through providing additional support where necessary. A confidential one-to-one service provides information, support and advice. The team facilitates students to identify their needs through screenings and by arranging assessments including full dyslexia assessments. Guidance and assistance is also available regarding applications for the Disabled Student Allowance (DSA). Support for students is ongoing and available throughout their College career.

The College's library delivers effective, efficient and learner-focussed services in a number of ways:

- traditional academic library resources (over 45,000 print books, 60 current print journals and various back runs);

- electronic information resources (over 3,000 full-text journals with over 2.5 million articles and over 7,500 e-books);

- dedicated study spaces in a modern, light and airy environment;

- additional borrowing access to print books (around 40,000) via formal arrangement with Sarum College Library in Salisbury;

- an inter-library loan system;

- access to expert help in locating and using learning resources (individually and through regular information skills classes).