BA (Hons) Applied Theology (Youth and Community Work) Programme Specification

About the course		
1	**Name of course and highest award**	BA (Hons) Applied Theology (Youth and Community Work)
2	**Level of highest award**	Level 6
3	**Possible interim awards**	BA Applied Theology (Youth Studies), Level 6 Diploma of Higher Education (Youth Studies), Level 5
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)**	Full-time and part-time; Campus-Based and Placement-Based (see section 15 for details of approved locations)
8	**QAA subject benchmark statement(s) where relevant**	Theological and Religious Studies (TRS)[1] Youth and Community Work (YCW)[2]
9	**Recognition by Professional, Statutory or Regulatory Body (PSRB), to include definition of the recognition**	The Honours degree is validated by the National Youth Agency (NYA)[3] on behalf of the Joint Negotiating Committee as conferring professionally qualified status in Youth and Community Work in England
10	**Other external points of reference**	Framework for Higher Education Qualifications: descriptor for a Bachelors degree with honours (FHEQ) Level 6, Diploma Level 5 and Certificate Level 4
11	**Date of initial validation**	June, 1999
12	**Date(s) of revision**	2001 (Quinquennial Review) 2004 (introduction of Placement-Based mode of delivery) 2007 (restructuring of level 5 modules) 2009 (redesign of programme as professional qualification links to Honours degree)

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[1] Theology and Religious Studies Subject Benchmark; published by QAA October 2014
[2] Youth & Community Work Subject Benchmark; published by QAA 2017
[3] NYA Professional Validation and Curriculum Requirements 2015

		2012 (PRR and switch to 15 CATS modules as base)
		2015 (PRR, including Moorlands Midlands)
		2017 (VSP removal of zero-CATS-rated module B155)
		2018 (VSP removal of B153, B154 assessment task)
		2019 (PRA)

13	**Course aims**
	1 The programme equips the student with qualities and skills for professionally-qualified, graduate-level employment in youth and community work in Christian contexts and elsewhere.
	2 It offers formation in a number of inter-related and inter-connected areas, including in spirituality and in relational skills, as well as intellectually and practically.
	3 It enables students to develop skills of critical understanding and evaluation of theology, including biblical studies, doctrine, and areas of practice relevant to youth and community work.
	4 Through placements and through reflection on placements, students develop skills and understand methods as reflective practitioners.

14	**Learning outcomes of the course**
	A student graduating with a CertHE will demonstrate:
	1 knowledge and understanding of the vocabulary, methodologies and perspectives of Christian Applied Theology and professional youth and community work (YCW 2.2, 3.2, 3.3, 3.5, 4.1; TRS 5.4a, 5.4e-f; NYA 3.1[4]; FHEQ 1, 3b)
	2 potential vocational suitability through evidencing understanding, abilities and skills, for a variety of youth and community work settings, in the Christian sector and public arena, including: (YCW 4.5, 4.16, 4.17)
	(a) awareness of issues in personal, professional and spiritual self-management and development (YCW 2.12, 4.14, 5.7; TRS 5.6g,j; NYA p.45; FHEQ 9a);
	(b) the capacity to exercise personal responsibility for the quality of practice (YCW 3.5, 4.15, 5.2, 5.5; FHEQ 9a, 9c; NYA p.46-47);
	(c) effective communication skills, particularly as an informal educator; (YCW 4.10, 4.11, 4.12, 5.7; TRS 5.6a, NYA p.5)
	(d) sensitivity to others and the ability to relate and work well in group and team contexts (YCW 2.5, 4.2, 4.13, 5.3, 5.5; TRS 5.5a, g; 5.6a-b, d-g, i-j; NYA 4.1; FHEQ 5, 8, 9a-c);
	(e) concern for biblically-grounded, Christian values (YCW2.9, 4.16);
	(f) the ability to champion issues of truth, justice, compassion, and anti-oppressive practice (YCW 2.8, 2.9, 4.6, 4.13, 5.3; TRS 3.1, 3.4, 5.6, 5.7; NYA 4.2).
	A student graduating with a DipHE will demonstrate:

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[4]   The NYA requirements, p.5-6, indicate that this course is a "Contextualised Programme"

3   ability to analyse, interrogate and creatively integrate perspectives from Applied Theology, Youth and Community Work studies and relevant disciplines, representing them fairly, evaluating them critically, and showing an appreciation of uncertainty, ambiguity and the limits of knowledge (YCW 4.13, 4.4, 5.1, 5.4, 5.7; TRS 5.4b-c e-f; 5.5a-e; 5.6a-b, d-e; FHEQ 2, 3a, 4, 6, 7; NYA 3.1)

4   effective integration of the theory and practice of Applied Theology and Youth and Community Work, combining biblically-grounded theology and professionalism, meeting the standard for Professional Qualification status as a youth worker (YCW 2.2, 2.3, 2.4, 2.6, 3.1, 4.7, 4.9, 4.17, 5.2; TRS 5.5g; FHEQ 2, 6; NYA p.6 heading 1 point 3, 3.1)

5   competence in reflecting critically on their personal beliefs, commitments, prejudices, spiritual development and traditions within the broader Christian tradition and the wider social and cultural context, particularly as relevant to young people (YCW 2.7, 2.10, 2.13, 4.2, 4.3, 4.10, 4.13, 5.2; TRS 5.4b; 5.5b-c, f-g; 5.6j; FHEQ 7; NYA p.46-47)

6   developing vocational suitability through evidencing understanding, abilities and skills, for a variety of youth and community work settings, in the Christian sector and public arena, including: (YCW 4.5, 4.16, 4.17)
     (a) developing ability in issues in personal, professional and spiritual self-management and development (YCW 2.12, 4.14, 5.7; TRS 5.6g,j; NYA p.45; FHEQ 9a);
     (b) personal responsibility for the quality of, and decision-making relating to practice in complex environments (YCW 3.5, 4.15, 5.2, 5.5; FHEQ 9a, 9c; NYA p.46-47);
     (c) effective communication skills, particularly as an informal educator; (YCW 4.10, 4.11, 4.12, 5.7; TRS 5.6a, NYA p.5)
     (d) sensitivity to others and the ability to relate and work well in group and team contexts (YCW 2.5, 4.2, 4.13, 5.3, 5.5; TRS 5.5a, g; 5.6a-b, d-g, i-j; NYA 4.1; FHEQ 5, 8, 9a-c);
     (e) concern for biblically-grounded, Christian values (YCW2.9, 4.16);
     (f) the ability to champion issues of truth, justice, compassion, and anti-oppressive practice (YCW 2.8, 2.9, 4.6, 4.13, 5.3; TRS 3.1, 3.4, 5.6, 5.7; NYA 4.2).

A student graduating with a BA will demonstrate:

7   ability to identify, gather and use appropriate primary and secondary source material, including materials beyond the student's own tradition and research materials at the forefront of the discipline (YCW 2.3, 2.4, 4.8, 4.10, 5.2; TRS 5.4c-d; 5.6c-d, h; NYA 3.1; FHEQ 1, 3a, 3b, 5)

8   rounded vocational suitability through understanding, abilities and skills, for a variety of youth and community work settings, in the Christian sector and public arena, including: (YCW 4.5, 4.16, 4.17)
     (a) proficiency in personal, professional and spiritual self-management and development (YCW 2.12, 4.14, 5.7; TRS 5.6g,j; NYA p.45; FHEQ 9a);
     (b) initiative and decision-making in complex and unpredictable environments (YCW 3.5, 4.15, 5.2, 5.5; FHEQ 9a, 9c; NYA p.46-47);
     (c) effective communication skills, particularly as an informal educator; (YCW 4.10, 4.11, 4.12, 5.7; TRS 5.6a, NYA p.5)
     (d) sensitivity to others and the ability to relate and work well in group, team and leadership contexts, including the ability to take institutional and personnel management functions as appropriate (YCW 2.5, 4.2, 4.13, 4.14, 5.3, 5.4, 5.5, 5.6; TRS 5.5a, g; 5.6a-b, d-g, i-j; NYA 4.1; FHEQ 5, 8, 9a-c);

	(e) concern for biblically-grounded, Christian values (YCW2.9, 4.16); (f) the ability to champion issues of truth, justice, compassion, and anti-oppressive practice (YCW 2.8, 2.9, 4.6, 4.13, 5.3; TRS 3.1, 3.4, 5.6, 5.7; NYA 4.2).
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. Students are equipped for work in various forms of Christian ministry/service and comparable activities outside the Christian sector. A key feature of the course is that learning takes place through the combination of engagement in and reflection on practice, thus creating links between theory and practice. 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 programme is typically taken full-time, but part-time study is also permitted, subject to management issues. Studies may be in Campus-Based or Placement-Based modes. Campus-Based mode follows a traditional pattern of higher education with students attending classes on most days of the week through two semesters. Placement-Based (Christchurch) mode requires students to attend classes both on one day per week through the semesters and also for three intensive, week-long study blocks through the year. Placement-Based (South West, Midlands and Northern Ireland) modes require students to attend intensive week-long study blocks at Christchurch and the appropriate study blocks at their Regional Centre, supported by smaller group tutorials in the local area. In this way, students studying in the different modes have exactly the same number of contact hours in all modules, with one exception in the practice-based modules at level 4. The following table shows how the modules' Learning Outcomes contribute to supporting students to achieve the programme's Learning Outcomes (see section 14 above). **Programme Learning Outcomes**

	1	2	3	4	5	6	7	8
B111	1	2						
B112	1,2,3,4							
B115	1,2,3							
B117	1,2							
B121	1,2	3						
B123	1,2	3						
B133	1,3	2,3						
B153	1	1,2,3						
B154	1	1,2,3						
B211			1,2					
B212			1,2	2		2		
B221			1,2,3	3		3		
B231			1,2,3	1,2,3	1,2	3		
B253			1,4	1	3	1,2,3,4		
B254			1,4	1	3	1,2,3,4		
B264			1,2,3	2,3	1	1,2,3		
B273			1	1,2		2		
B311			1,2				1,2	
B318			1,2	3			2	
B322			1,2,3	3			1,2	3
B324			3	4	3,4		1,2,3	4
B334			1,2	1,2,3			1,2,3	1,2,3,4
B353			1	1	3		1	1,2,3
B354			1	1	3		1	1,2,3
B356			1,2	1,2	3		1,2,3	1,2,3
B362			2	1			1,2	1,3
B364			1,3	2			1,3	2,3
B366			1,2	2	2		1,2	2
B367			1,2,3	2,3			1,2,3	2,3

16	**Learning and teaching methods**		
	Level 4	Scheduled learning and teaching activities	Campus-Based: 20% Placement-Based: 18%
		Guided independent learning	Campus-Based: 71% Placement-Based: 66%
		Placement and study abroad	Campus-Based: 9% Placement-Based: 16%
	Level 5	Scheduled learning and teaching activities	17%
		Guided independent learning	60%
		Placement and study abroad	23%
	Level 6	Scheduled learning and teaching activities	15%
		Guided independent learning	65%
		Placement and study abroad	20%
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. The course offers a diverse range of assessment tasks. For further details see the College's Learning, Teaching and Assessment Framework, which is accessible through the Programme Handbook.

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

Module	CATS	Task	Description	Module Learning Outcome			
				1	2	3	4
B111	15	A	Assignment 50%, 1500 words	✓			
		B	Assignment 50%, 1500 words	✓	✓		
B112	15	A	Assignment 100%, 2200 words +map	✓	✓	✓	✓
B115	15	A	Assignment 100%, 2000 words	✓	✓	✓	
		B	Assignment Pass/Fail/Refer	✓	✓	✓	
B117	15	A	Portfolio 70%	✓	✓		
		B	Unseen, closed book exam 30%, 50 minutes	✓	✓		
B121	15	A	Assignment 100%, 2500 words	✓	✓	✓	
B123	15	A	Assignment 50%, 1800 words	✓			
		B	Group presentation 50%, 45 minutes		✓	✓	
B133	15	A	Assignment 30%, 1000 words	✓		✓	
		B	Assignment 70%, 2000 words		✓	✓	
B153	30	A	Presentation 1 hour			✓	
		B	Portfolio 100%	✓	✓	✓	
		C	Practice Pass/Fail/Refer		✓		
B154	30	A	Presentation 1 hour	✓	✓	✓	
		B	Portfolio 100%		✓		
		C	Practice Pass/Fail/Refer	✓	✓	✓	
B211	15	A	Assignment 100%, 3000 words	✓	✓		
B212	15	A	Assignment 100%, 3000 words	✓	✓		

		B221	15	A	Assignment 100%, 3000 words	✓	✓	✓	
		B231	15	A	Group presentation 30%, 40 minutes	✓	✓	✓	
				B	Assignment 70%, 2000 words	✓	✓		
		B253	30	A	Assignment 30%, 2000 words				✓
				B	Portfolio 20%		✓		
				C	Practice Pass/Fail/Refer		✓		
				D	Assignment 30%, 2000 words	✓		✓	
				E	Portfolio 20%		✓		
				F	Practice Pass/Fail/Refer		✓		
		B254	30	A	Assignment 30%, 2000 words				✓
				B	Portfolio 40%		✓		
				C	Practice Pass/Fail/Refer		✓		
				D	Assignment 30%, 2000 words	✓		✓	
		B264	15	A	Portfolio 100%, 3000 words	✓	✓	✓	
		B273	15	A	Group presentation, 50%, 40 minutes	✓	✓		
				B	Assignment, 50%, 1500 words	✓			
		B311	15	A	Assignment 100%, 3500 words	✓	✓		
		B318	15	A	Assignment 100%, 3500 words	✓	✓	✓	
		B322	15	A	Assignment 100%, 3500 words	✓	✓	✓	
		B324	15	A	Assignment 100%, 3500 words	✓	✓	✓	✓
		B334	15	A	Assignment 70%, 6000 words	✓	✓		
				B	Presentation 30%, 45 minutes	✓		✓	✓
		B351	30	A	Assignment 30%, 2500 words	✓		✓	
				B	Portfolio 20%		✓	✓	
				C	Practice Pass/Fail/Refer		✓		
				D	Assignment	✓		✓	

			30%, 2500 words				░
		E	Portfolio 20%		✓	✓	░
		F	Practice Pass/Fail/Refer		✓		░
B352	30	A	Assignment 30%, 2500 words	✓		✓	░
		B	Portfolio 40%		✓	✓	░
		C	Practice Pass/Fail/Refer		✓		░
		D	Assignment 30%, 2500 words	✓		✓	░
B356	15	A	Assignment 100%, 3000 words	✓	✓		░
		B	Portfolio Pass/Fail/Refer			✓	░
B362	15	A	Assignment 100%, 3500 words	✓	✓	✓	░
B364	15	A	Oral examination, 20 minutes	✓	✓	✓	░
		B	Assignment 50%, 2000 words	✓	✓	✓	░
B366	15	A	Assignment 100%, 3500 words	✓	✓	░	
B367	15	A	Assignment 100%, 3500 words	✓	✓	✓	░

18 Assessment methods

The following table categorises the summative assessment tasks of a student with a typical set of module choices into the three standard categories, of written exams, practical exams and coursework.

The heading of coursework includes a wide variety of assessment types, including presentations, portfolios and practice in placements, as well as essays and reports. No distinction is made between tasks which are numerically graded and those for which the possible results are pass, refer and fail. There are some written exams in a few non-compulsory modules.

Level 4	Written exams	0 %
	Practical exams	0 %
	Coursework	100 %
Level 5	Written exams	0 %
	Practical exams	0 %
	Coursework	100 %
Level 6	Written exams	0 %
	Practical exams	0 %
	Coursework	100 %

19	**Location(s) of the course's delivery**
	Christchurch Midlands Regional Centre (University LoD approval, September 2013 and March 2015) South East Regional Centre (University LoD approval, February 2018) Northern Ireland Regional Centre (University LoD approval, February 2020)
20	**Admissions requirements** Two A levels or equivalent. For applicants without these qualifications the College runs an access programme to the degree programme, known as Foundation Year. Students should be able to undertake placements some of which are likely to involve commitment to and participation in the activities and community of churches which hold to a traditional understanding of Christianity.
21	**Career and employability opportunities** Building experience of practice is central to the learning philosophy of the programme (see section 15). A number of modules involve current practitioners in their teaching, creating opportunities for the students to network with future employers. Students also engage in placements throughout their studies and gain increasing experience in quantity and quality. These opportunities not only strengthen the learning experience but equip students to become competent professionals in their chosen fields and enhance their ability to secure employment in the areas of their interests.
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 and with the NYA Professional Validation: Guidance and Requirements, the relevant PSRB (Professional, Statutory and Regulatory Bodies). 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 its approval and review procedures. In addition a Professional Advisory Group of external employers and practitioners advises the College on all aspects of the delivery of Youth & Community Work teaching by the College.
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. For Christchurch students there are weekly, timetabled groups, which all students attend, to build community and deal with issues that may arise. For students at regional centres there are similar groups that meet fortnightly plus the benefit of regular residential living and ability to contact tutors and support electronically. Students are expected to meet with tutors for half an hour twice a term to discuss academic, developmental, future employment or other issues that they may be facing. The student handbook and other course information is available on the College's Virtual Learning Environment (VLE). The Student Council is well supported by the College in its aims of maintaining community and offering a level of pastoral support to all students.

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

The Learning Assistance 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 has professionally qualified staff who will help students identify their needs through screenings or 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 44,000 print books at Christchurch, 1,600 at the Midlands branch, 2,200 at the South West branch, and 3,400 at the Northern Ireland branch), 60 current print journals and various back runs);
- over 10,000 e-books via the VLE
- over 4,000 full text e-journals via the VLE
- 32 study spaces in a modern, light and airy environment at Christchurch;
- access to expert help in locating and using learning resources (individually and through regular information skills classes);
- additional borrowing capacity through the Association of British Theological and Philosophical Libraries, British Library on Demand service, COPAC and ProQuest dissertations and theses.

24   Current Course Map

See separate document.