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	**Named interim awards**	BA Applied Theology (Youth Studies), Level 6 Diploma of Higher Education (Youth Studies), Level 5 Certificate of Higher Education Applied Theology, Level 4
4	**Awarding/validating institution**	University of Gloucestershire
5	**Teaching institution**	Moorlands College
6	**School responsible for the course**	Moorlands College
7	**Mode of study (full-time, part-time, etc)**	Full-time and part-time Campus-Based Delivery at Christchurch and Hybrid-Based Delivery at Christchurch and other locations of delivery as validated by the University (see section 19 for details of current 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 Bachelor's 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/ confirmation**	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 2012 — PRR and switch to 15 CATS modules as base 2015 — PRR, including addition of Moorlands Midlands

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[1]   Theology and Religious Studies Subject Benchmark; published by QAA 2022
[2]   Youth & Community Work Subject Benchmark; published by QAA-2019
[3]   NYA Professional Validation and Curriculum Requirements 2015

		2017 — VSP removal of zero-CATS-rated module B155
		2018 — VSP removal of B153, B154 assessment task
		2019 — VSP Level 5 and 6 module additions/removals
		2023 — VSP replacement of course map, introduction of hybrid mode
		2023 — VSP changes to module LOs (B410, B445)
		2024 — VSP changes to assessment lengths (B540, B641, B642)
13	**Course aims**	

1. The programme equips the student with knowledge, 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 Christian spiritual formation, teachability, emotional intelligence, self-reflection and relational skills, as well as intellectual discernment and practical wisdom

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. It develops students' abilities to integrate theory and practice, demonstrating a critical awareness of appropriate methodologies and ethics 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 theology and professional youth and community work (FHEQ 4.10a-d; TRS 4.6a, c-g, i, 4.8f-g; YCW 7.3i-iii, 7.3v-ix, 7.6i, vi, viii, 4.6-14, 4.16, 5.3i-iii, 5.6ii, 5.8iii, v-vi)

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:
   (a) awareness of issues in personal, professional and spiritual self-management and development FHEQ 4.10a, e, f; TRS 4.7c-d, 4.8c, f; YCW 7.3i, ix, 7.6i, v, vii-ix, xii, 5.3i-ii, v, 5.4v, 5.5ii, vi, 5.6i, iii, vi-vii, 5.8iv, vii-x, xiv);
   (b) the capacity to exercise personal responsibility for the quality of practice FHEQ 4.10f; TRS 4.8b,e; YCW 7.3i-iv, ix, 7.6i-iii, vii-viii, 5.3iii, vi, 5.4v, 5.5ii, 5.6i, iii, vi-vii, 5.8vii)
   (c) effective communication skills, particularly as an informal educator; (FHEQ 4.0d-f; TRS 4.7f, 4.8a, c, e, I; YCW 7.3x, 7.6vi, 5.4i-ii. 5.6i, 5.8ii0-iii, vii, 5.8xiii);
   (d) sensitivity to others and the ability to relate and work well in group and team contexts (FHEQ 4.10c-f; TRS 4.7c-e, 4.8c-e; YCW 7.3iii-iv, x, 7.6v-vii, 7.6x-xi, 5.3v, 5.4i-ii, iv, 5.6i, 5.8x);
   (e) concern for biblically-grounded, Christian values (FHEQ 4.10a; TRS 4.6a,c, e-f, I, 4.7d, 4.8b-e, YCW 7.3i, iv, 7.6ii, iv, vii, xi, 4.6, 4.8, 4.10, 5.3vi, 5.4i, iii, 5.5ii. iv-v, 5.8vii, xii, xiv);

(f) the ability to champion issues of truth, justice, compassion, and anti-oppressive practice (FHEQ 4.10a, c, e-f; TRS 4.6b-c, f, I, 4.7a, c-f, 4.8b-d; YCW 7.3i-ii, iv-v, 7.6iv, vi, 4.6, 5.3i, iv, 5.4i, iii-iv, 5.6ii, 5.8xi)

A student graduating with a DipHE will demonstrate:

3   ability to analyse, interrogate and creatively integrate perspectives from Christian 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 (FHEQ 4.12a-e; TRS 46a-i, 4.7a, e, 4.8f-h, YCW 7.3i-iii, v-ix, 7.6i, vi, viii, 4.6-16, 5.3i-iv, 5.6ii, v, 5.8i, iii, v-vi);

4   effective integration of the theory and practice of Christian theology and Youth and Community Work, combining biblically-grounded theology and professionalism, meeting the standard for Professional Qualification status as a youth worker (FHEQ 4.12a, b, e, g-h; TRS 4.6b-c, e, g, i, 4.7a-b, f, 4.8c-d, f-h, YCW 7.3i, iii-v, vii, 7.6i-iii, vi, viii-x, 4.6-16, 5.3i-ii, v, 5.5i, 5.6i-ii, iv);

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 (FHEQ 4.12b, d, h; TRS 4.6a-d, f, i, 4.7c-e; TRS 4.8b; YCW 7.3i-ii, 7.6iii, vi, ix-xi, 5.4iv, 5.8iv, viii-ix, xi, xiv);

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:
(a) developing ability in issues in personal, professional and spiritual self-management and development (FHEQ 4.12g-h; TRS 4.7c-d, f, 4.8c, f; YCW 7.3i, ix, 7.6i, iii, vii-ix, xii, 5.3i, v, 5.4v, 5.5ii, vi, 5.6i, iii, vi-vii, 5.78iv, viii-xi, xiv);
(b) personal responsibility for the quality of, and decision-making relating to practice in complex environments (FHEQ 4.12g-h; TRS 4.7f, 4.8b, e; YCW 7.3i-iv, ix, 7.6ii, v vii-viii, 5.3ii, vi, 5.4v, 5.5ii, 5.6i, iii, vi-vii, 5.8viii);
(c) effective communication skills, particularly as an informal educator (FHEQ 4.12f-h; TRS 4.7f, 4.8a, c, e, i, 7.3x; YCW 7.6vii, 5.4i-ii, 5.6i, 5.8 ii-iii, vii, xii);
(d) sensitivity to others and the ability to relate and work well in group and team contexts (FHEQ 4.123-h; TRS 4.7c-e, 4.8c-e; YCW 7.3ii-iv, x, 7.6v-vii, x-xi, 5.3v, 5.4i-ii, iv, 5.6i, 5.8x);
(e) concern for biblically-grounded, Christian values (FHEQ 4.12a-b; TRS 4.6a, c, e-f, I, 4.7d, f, 4.8b-e; YCW 7.3i, iv, 7.6ii, iv, vii, xi, 4.6, 4.8, 4.10, 5.3vo, 5.4ii, iii, 5.5ii, iv-v, 5.8viii, xii, xiv);
(f) the ability to champion issues of truth, justice, compassion, and anti-oppressive practice (FHEQ 4.12a, c, g-h; TRS 4.6b-c, f, I, 4.7a, c-f, 4.8b-d; YCW 7.3i-ii, iv-v, 7.6iv, vi, 4.6, 5.3i, iv, 5.4i, iii, iv, 5.6ii, 5.8xi);

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 (FHEQ 4.15a-g; TRS 4.6, 4.7a-b, e, 4.8f-h; YCW 7.3i-iii, v-ix, 7.6i, vi, viii, 4.6-16, 5.3i-iv, 5.6ii, 5.8i, iii, v-vi);

	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: (a) proficiency in personal, professional and spiritual self-management and development FHEQ 4.15e, i(i), i(iii); TRS 4.7c-d, f, 4.8c, f; YCW 7.3i, ix, 7.6i, iii, vii-ix, xii, 5.3i-ii, v, 5.4v, 5.5ii, vi, 5.6i, iii, vi-vii, 5.8iv, viii-x, xiv); (b) initiative and decision-making in complex and unpredictable environments (FHEQ 4.15i(i)-i(ii); TRS 4.7f, 4.8b, e; YCW 7.3i-iv, ix, 7.6ii-iii, v, vii-viii, 5.3ii, vi, 5.4v, 5.5ii, 5.6i, iii, vi-vii; 5.8viii); (c) effective communication skills, particularly as an informal educator; (FHEQ 4.15h-i(iii); TRS 4.7f, 4.8a, c, e, I; YCW 7.3x, 7.6vii, 5.4i-ii, 5.6i, 5.8ii-iii, vii, xiii); (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 (FHEQ 4.15a; TRS 4.6a, c, e-f, i, 4.7d, f, 4.8b-e; YCW 7.3i, iv, 7.6ii. iv, vii, xi, 4.6, 4.8, 4.10, 5.3vi, 5.4i, iii, 5.5ii, iv-v, 5.8vii, xii, xiv); (e) concern for biblically-grounded, Christian values (FHEQ 4.15h-i(iii); TRS 4.7f, 4.8a, c, e, I; YCW 7.3x, 7.6vii, 5.4i-ii, 5.6i, 5.8ii-iii, vii, xiii); (f) the ability to champion issues of truth, justice, compassion, and anti-oppressive practice (FHEQ 4.15a-b, g, i; TRS 4.6b-c, f, I, 4.7a, c-f, 4.8b-d; YCW 7.3i-ii, iv-v, 7.6iv, vi, 4.6, 5.3i, iv, 5.4i, iii-iv, 5.6ii, 5.8xi);
15	**Learning and teaching strategy** The College's theological principles provide particularly strong underpinning to its commitment to certain core values of the higher education sector, including integrity, accountability, the drive for learning, and the intelligibility of the world. Learning in this course is a holistic process of personal development, covering inter-relating aspects of human personality. These dimensions of learning may be characterised in different ways, e.g., as affective, behavioural, cognitive or knowing, acting, being, or knowledge, skills and practice. The College is committed to the concept that learning is a situated and active process. This reflects the foundational importance within Christian thinking of context and the individual-community dialectic. In accordance with this commitment, the College fosters safe, but challenging environments of learning, so that students learn as part of supportive and diverse communities. Thus, the course encourages a high level of interaction between academic staff and students through engagement in both in-person and online communities and ensures its communities are inclusive, recognising the diversity of its students, and providing equitable learning experiences for all students across all modes of delivery. 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 professional practice in a variety of contexts. This professional-vocational orientation results in a commitment to a pedagogical approach to higher education that typically emphasises the linking of theory and practice, the facilitation of programme placements and/or appropriate practice, reflection on personal practice or other experiences, the deployment in teaching of appropriate numbers of professional practitioners, and, where programmes provide initial formation for a vocation, the incorporation of professional ethical codes in the College's expectations of conduct. The courses integrate discipline-specific and transferable skills, so that graduates are equipped with attributes to enable them to flourish in a changing world. Graduates should be: people of spiritual, personal and professional integrity who act in line with the ethical expectations of their vocation and faith commitments and beliefs

- competent professionals with in-depth subject knowledge, skills and understanding that is relevant to the complexities of the contemporary world
- innovative investigators who think critically and can identify problems, investigate possibilities, and find creative solutions
- adaptable communicators who seek to listen to, engage, and positively influence audiences in varied social and cultural contexts
- flexible co-workers who are aware of their own strengths and weaknesses and have the resilience to adapt to new roles, challenging situations and changing contexts
- service-oriented community members who prioritise respectful relationships, interdependence and growth of others over individual agendas
- lifelong learners with the curiosity and passion to keep growing and developing, and encouraging others to do the same.

Throughout all activities, the course encouraged independent, analytical, critical and creative thinking

Teaching is led by a team of highly able and experienced educators, committed to the above principles to form graduates with the attributes described. The College's approach to these areas is set out in its Learning and Teaching 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 conducted in Campus-based, or hybrid-based modes of delivery. Campus-based mode involves scheduled teaching and learning hours of a module delivered face-to-face in the classroom. Hybrid-based mode requires students to undertake their scheduled teaching and learning hours of a module through a combination of face-to-face elements, online synchronous activity, and online asynchronous activity.

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
B410	1,2,3	1,2,3						
B420	1,2,3,4,5	1,2,3,4,5						
B435	1,2	1,2,3						
B445	1,2,4	1,2,3,4						
B510			1,2,3	3	3	1,2,3		
B520			1,2,3,4	1,2,3,4	3,4	1,2,3,4		
B535			1	2	2	2,3		
B545			3	3	1,2	1,2,3		
B610							1,2,3	1,2,3
B620							1,2,3	1,2,3
B631							1,2,5	3,4
B632							2,3	1,23
B641							1	1,2,3
B642							1,2	2,3

16	**Learning and teaching methods**		
	Level 4	Scheduled learning and teaching activities	16%
		Guided independent learning	57%
		Placement and study abroad	27%
	Level 5	Scheduled learning and teaching activities	16%
		Guided independent learning	58%
		Placement and study abroad	27%
	Level 6	Scheduled learning and teaching activities	13%
		Guided independent learning	60-73%
		Placement and study abroad	14-27%

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 and Teaching, 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	5

Module	Credits	Component	Assessment	1	2	3	4	5
B410	30	A	Assignment 20%, 800 words	✓				
		B	Assignment 40%, 1600 words	✓	✓			
		C	Group Assignment 40%, 2000 words			✓		
B420	30	A	Assignment 60%, 2400 words	✓	✓	✓		
		B	Presentation 40% 15 mins				✓	✓
B435	30	A	Group Presentation 50% 25 mins	✓	✓			
		B	Portfolio 50% 2000 words			✓		
		C	Confirmation of Satisfactory Practice 0%			✓		
B445	30	A	Assignment 50% 2000 words	✓			✓	
		B	Portfolio 50% 2000 words	✓			✓	
		C	Confirmation of Satisfactory Practice 0%			✓		
		D	Presentation 0%, 1 hour		✓			
B510	30	A	Assignment 50% 2500 words	✓	✓			
		B	Assignment 50% 2500 words	✓	✓	✓		
B520	30	A	Assignment 50% 2500 words	✓	✓	✓		
		B	Assignment 50% 2500 words				✓	
B535	30	A	Assignment 50% 2500 words	✓				
		B	Portfolio 50% 2500 words		✓	✓		
		C	Confirmation of Satisfactory Practice 0%			✓		
B545	30	A	Presentation 50% 20 mins			✓		
		B	Portfolio 50% 2500 words	✓	✓			
		C	Confirmation of Satisfactory Practice 0%	✓				
		D	Presentation 0%, 1 hour		✓			
B610	30	A	Assignment 50% 3000 words	✓	✓	✓		
		B	Assignment 50% 3000 words	✓	✓	✓		

Code	Credits		Assessment	C1	C2	C3	C4	C5
B620	30	A	Assignment 100% 6000 words	✓	✓	✓		
B631	30	A	Dissertation/Major Project 100% 9000 words	✓	✓	✓	✓	✓
B632	30	A	Assignment 100% 6000 words	✓	✓	✓		
		B	Confirmation of Satisfactory Practice 0%	✓				
B641	30	A	Presentation 50% 25 mins	✓	✓			
		B	Portfolio 50% 3000 words			✓		
		C	Confirmation of Satisfactory Practice 0%			✓		
		D	Presentation 0%, 1 hour		✓			
B642	30	A	Presentation 50% 25 mins	✓	✓			
		B	Portfolio 50% 3000 words			✓		
		C	Confirmation of Satisfactory Practice 0%			✓		
		D	Presentation 0%, 1 hour		✓			

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.

	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 South West Regional Centre (University Location of Delivery process, 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. An IELTS Academic Certificate with an overall score of 6.0 with at least 6.0 in each of reading and writing (or nationally recognised equivalent to these IELTS scores from a different testing system). 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 module evaluations and Programme Boards. Quality assurance is undertaken as close as possible to the point of delivery. There is a route from the module level to Programme Boards and through to the Academic Board and the Executive Leadership Team 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 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 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 website. 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 Student Welfare Manager who takes particular responsibility for relevant issues.

The Learning Support Department runs an effective system of helping students with learning differences 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 40,000 print books, 60 current print journals and various back runs);
• electronic information resources (e-journals and e-books via the VLE);
• 33 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;
• access to expert help in locating and using learning resources (individually and through regular information skills classes);

24   Current Course Map

See separate document.