

Programme Specification

1	Name of Course and highest award	MA in Applied Theology
2	Level of highest award (according to FHEQ)	Level 7
3	Named 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	School responsible for the course	Moorlands College
7	Mode of study	Full-time and part-time
8	QAA subject benchmark statement(s)	Theology and Religious Studies (2022)
9	Recognition by Professional, Statutory or Regulatory Body (PSRB), to include definition of the recognition	None
10	Other external points of reference	Framework for Higher Education Qualifications (FHEQ) at Master's Level 7 (2024)
11	Date of initial validation	25 March 2011
12	Date(s) of revision/confirmation	25 February 2015 July 2019 27 January 2025
13	<p>Course Aims</p> <p>The programme is designed to provide continuing professional development and spiritual formation for those in Christian ministry and practice in local church contexts or other vocational fields (such as education, business, social care, and charity work). It aims to facilitate a broadening and deepening of theoretical knowledge alongside growth in the ability to integrate theory and practice in complex situations through personal, theological, and critical reflection.</p> <p>Within this programme students may choose a selection of core modules that allow them to focus their studies on particular areas related to their own professional practice, including the areas of ethics, Christian leadership, ecclesiology, missiology, and preaching.</p> <p>The main educational aims apply to each of the modules. They are to provide you, the student, with opportunities:</p> <ol style="list-style-type: none"> 1. to engage with a rigorous academic and intellectual challenge in Christian theology and relevant disciplines, including biblical studies, practical theology, and studies at the forefront of Christian practice, particularly in your chosen specialist fields, from both Christian and secular perspectives, building upon a foundation of undergraduate study and appropriate professional experience (FHEQ 1, 2, 3, 4a-b); 2. to develop personally and intellectually in ways related to your own practice, through a mode of study which encourages growth in Christ and continuing professional engagement (FHEQ 3); 3. to update and develop wisdom and professional competencies, as appropriate, enabling better performance and building capacity for assuming positions of increased responsibility (FHEQ 3); 	

	<p>4. to better understand, from theological and practical perspectives, the cultural context of your work and complex issues relating to your practice (FHEQ 1, 3, 4a-b).</p>
<p>14</p>	<p>Learning Outcomes of the course A student graduating with a PG Cert will demonstrate:</p> <ol style="list-style-type: none"> 1. A systematic understanding of knowledge, and a critical awareness of current issues and/or new insights, in disciplines within the field of Christian theology (such as biblical studies and practical theology), informed by advanced scholarship that is at the forefront of the field (FHEQ 1, 4a; TRS A6 5); 2. Sophisticated analysis of relevant original/primary sources and secondary literature (TRS A6 3); 3. Evaluative understanding of methodological approaches applicable to disciplines within the field of Christian theology (such as biblical studies and practical theology) (FHEQ 2, 4b; TRS A6 2); 4. Ability to reflect critically and theologically on their own context and practice, in compliance with relevant research ethics codes of practice, to ascertain insights that can inform future practice (FHEQ 2, 3; TRS A6 1, 6, 7). <p>A student graduating with a PG Dip will additionally demonstrate:</p> <ol style="list-style-type: none"> 5. self-direction, initiative, and insight in identifying and addressing complex issues relating to disciplines within the field of Christian theology (such as homiletics, ecclesiology, and Christian ethics) (FHEQ 3, 4a; TRS A6 1, 2, 4, 5); 6. ability to reflect systematically and theologically on specialised areas of focus relating to professional practice relevant to their vocational context, in compliance with relevant research ethics codes of practice, so to grow in wisdom and decision-making ability in complex and unpredictable situations (FHEQ 1; TRS A6 1, 5, 7). <p>A student graduating with an MA will additionally demonstrate:</p> <ol style="list-style-type: none"> 7. self-direction, initiative, and originality in proposing and completing an extended research task with minimal guidance within the field of Christian theology, demonstrating comprehensive understanding of methodological approaches applicable to their research, critical engagement with advanced scholarship at the forefront of relevant disciplines, sophisticated analysis and, where appropriate, proposing new hypotheses (FHEQ 1, 2, 4a-b; TRS 1, 2, 3, 4, 5). 8. ability to further their own professional development through advanced and systematic reflection on an area of Christian practice, in compliance with relevant research ethics codes of practice, ascertaining original insights that can inform future practice (FHEQ 3; TRS 4, 6, 7).
<p>15</p>	<p>Learning and Teaching Strategy</p> <p>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.</p> <p>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 Differences.</p>

The College's approach to these areas is set out in its College's AF 02 Learning and Teaching 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
M701	2	2	2	1,3				
M702	1	1	2	3	1,2	3		
M703	2	2	1	1,3	1,2	1,3		
M704	1,2	1,2	3	3	2	3		
M705	1,2	1,2	1,3	3	1,2	3		
M706	1,2	1,2	1,3		1,2	3		
M707	1,2	1,2	1,3		1,2	3		
M708	1,2	1,2	3		1,2	3		
M709	1,2	1,2	3,4	4	1,2,	3,4		
M710	1,3	2	2		1,3	2		
M711	2	2	2,3		1,2	3		
M712	2	2	2,3	4	2,3	4	1,2,3	4
M713	3	3	1	3	1	3	1,2	2,3,4

16 Learning and Teaching Methods

Scheduled learning and teaching activities	7-8%
Guided independent learning	92-93%
Placement and study abroad	0%

Learning and teaching takes place through a combination of scheduled learning and teaching activities, online activities with teacher presence, and students' own guided independent learning. Most scheduled learning and teaching activities take place via study blocks arranged regularly throughout the academic year. A student studying part-time undertakes the taught stage of the programme by attending four three-day study blocks a year over two years. A student studying full-time undertakes the taught stage of the programme by attending four week-long study blocks during the first year of their studies. The learning and teaching delivered within these study blocks is enhanced and reinforced through online seminars held monthly for part-time students and fortnightly for full-time students. Module teams utilise the College's Virtual Learning Environment both to guide students' independent learning and to facilitate online learning with teacher presence. The latter category (online learning with teacher presence) consists of a combination of forum discussions, which both teachers and students engage with, short videos introducing key content, and a range of other interactive activities. During the Dissertation and Practice-Based Research stage of the programme, students are invited to attend writing workshops and research seminars, which are held at the same time as the study blocks for the taught component. This is to enable those who are in the taught phase to interact with those at the Dissertation phase and learn from their experiences.

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 AF 02 Learning and Teaching and AF 10 Awards and Assessment frameworks, which are accessible through the Programme Handbook.

Assessment of learning is achieved through a variety of tasks. The first module includes a formative assessment task that constitutes a section of the summative assignment and receives written feedback but no mark. Most other modules have a one or two informal formative tasks to aid students' learning. Regarding summative assessment, students are assessed through a variety of means including written tasks

and presentations. These vary in nature. Some demand reflection on the student's own practice or development or on observation of others' practice. Some are more theoretical in their orientation but, in line with the programme's aims and learning outcomes, all require engagement with issues relating to context and practice. At the MA stage of the programme, assessment includes a more substantive research project requiring either a 15,000-word Dissertation or a Practice-Based Research project assessed by a 4000-word assignment, 8000-word assignment and 30-minute presentation.

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

Module	CATS	Assessment	Module Learning Outcome			
			1	2	3	4
M701	30	A: Assignment, 100%, 6000 words	✓	✓	✓	
M702	30	A: Assignment, 50%, 3000 words	✓	✓		
		A: Assignment, 50%, 3000 words		✓	✓	
M703	30	A: Assignment, 100%, 4000 words	✓	✓	✓	
		B: Presentation, 0%, 15-40 minutes				✓
M704	30	A: Presentation, 30%, 25 minutes	✓			
		B: Assignment, 70%, 4500 words	✓	✓	✓	
M705	30	A: Assignment, 100%, 6000 words	✓	✓	✓	
M706	30	A: Group Presentation, 30%, 50 minutes			✓	
		B: Assignment, 70%, 4500 words	✓	✓		
M707	30	A: Assignment, 100%, 6000 words	✓	✓	✓	
M708	30	A: Assignment, 100%, 6000 words	✓	✓	✓	
M709	30	A: Assignment, 30%, 2000 words				✓
		B: Assignment, 70%, 4000 words	✓	✓	✓	
M710	30	A: Presentation, 50%, 20 minutes	✓			
		B: Assignment, 50%, 3000 words		✓	✓	
M711	30	A: Assignment, 100%, 7000 words	✓	✓	✓	
M712	60	A: Assignment, 0%, 1000 words	✓			
		B: Assignment, 100%, 15000 words		✓	✓	✓
M713	60	A: Assignment, 25%, 4000 words	✓			
		B: Assignment, 50%, 8000 words		✓	✓	
		C: Presentation, 25%, 30 minutes				✓

18 Assessment Methods

Assignment	73-100%
Presentation	0-22%
Group Presentation	0-5%

This course is designed to provide professional development and spiritual formation as a means of enhancing students' practice, whether that is within the sphere of Christian local church ministry, charity and community work, or other vocational spheres. A key part of this is an assessment process within a learning community that allows students to learn about themselves, monitor their own progress and grow in skills and confidence as they reflect upon assessment tasks and the feedback they receive. The assessment tasks require students to be creative, to synthesise and analyse information rather than just report, and to address their own practice and positionality critically, as well as the work of others.

Students are given a series of summative assessment opportunities. Each carries a sense of the formative in that feedback, which markers write to a clear set of expectations, helps prepare students to engage more critically in the future. Apart from an initial formative assessment undertaken in the first compulsory module, and any formative tasks undertaken within core modules, all assessment tasks contribute to students' module marks. Some of these tasks are presentations, group or individual, where students are required to communicate verbally and most often to their peers. However, most of the assessments are

	written tasks, whether applying theoretical and professional approaches to discuss complex problems, interpreting texts, and/or reflecting on students' own experiences and practice. Most modules have one or two summative assessment tasks, allowing for a depth of critical engagement with the subject.
19	<p>Location(s) of the Course's delivery</p> <p>Moorlands College, Christchurch Campus</p>
20	<p>Admissions Requirements</p> <p>For admission to a postgraduate course, applicants will need to show evidence of:</p> <ul style="list-style-type: none"> • 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; • A clear personal commitment to Christian life and service. • Sufficient academic ability: applicants are expected to have an undergraduate degree, but not necessarily in a theological field. Where applicants don't have an undergraduate degree in theology, they are expected to have had significant experience of Christian life and service and demonstrate the ability to engage with academic theology. (Where suitable applicants do not have an undergraduate degree, they can apply through the College's Recognition of Prior Learning application process.) <p>Where required, an IELTS Academic Certificate must have an overall score of 6.5 with at least 6.0 in each component.</p> <p>Further details of the entrance requirements are available from the College.</p>
21	<p>Career and employability opportunities</p> <p>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 and evening E-Seminars, 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 being 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 career enhancement as well as providing potential for promotion and also improved employment prospects in the event of a desire to change situation.</p>
22	<p>Management of Quality and Standards</p> <p>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 Guidance, 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.</p> <p>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 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.</p>

	<p>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 within its own review and approval procedures.</p>
<p>23</p>	<p>Support for Students and for Student Learning</p> <p>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 Programme 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.</p> <p>Students are expected to meet with their personal tutor through the programme to discuss academic, developmental, vocational or other issues that they may be facing. The student handbook and other course information is available on the College's Virtual Learning Environment.</p> <p>The College has a Student Welfare Manager who takes particular responsibility for relevant issues.</p> <p>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.</p> <p>The College's library delivers effective, efficient and learner-focussed services in a number of ways:</p> <ul style="list-style-type: none"> • traditional academic library resources (over 50,000 print books, 80 current print journals and various back runs); • electronic information resources (over 4,500 full-text journals with over 2.5 million articles and over 15,000 e-books); • dedicated study spaces in a modern, light and airy environment; • an inter-library loan system; • access to expert help in locating and using learning resources (individually and through regular information skills classes).
<p>24</p>	<p>Current Course Map See separate document.</p>