

<b>Awarding body/institution</b>	Glyndwr University
<b>Teaching institution</b>	Glyndwr University
<b>Details of accreditation by a professional, statutory or regulatory body</b>	
<b>Final award/s available</b>	<p>Certificate of Higher Education in Theology for Discipleship and Ministry</p> <p>Diploma of Higher Education in Theology for Discipleship and Ministry</p> <p>BA Theology for Discipleship and Ministry</p> <p>BA (Hons) Theology for Discipleship and Ministry</p>
<b>Award title</b>	BA (Hons) Theology for Discipleship and Ministry
<b>UCAS code</b>	N/A
<b>Relevant QAA subject benchmark statement/s</b>	<p>The QAA subject benchmark statement's description of the overall programme specification is met by the programme, namely "A broad based core, together with the wide context required for the subject area covered by the programme in question; and specialised study in depth of some aspects of the discipline or field" [3.1(i)]. The programme also deals with each topic in the rest of section 3.1: one or more religions [ii], textual analysis [iii], major religious thinkers [iv], critical methods including those from other disciplines [v], major theories and movements in the discipline [vi], and ethics [vii].</p> <p>The qualities of mind expected to develop in a competent student are all qualities that the programme works to engender:</p> <ol style="list-style-type: none"> <li>i. The ability to understand how people have thought and acted in contexts other than the student's own, how</li> </ol>

	<p>beliefs, doctrines and practices have developed within particular social and cultural contexts and how religious traditions have changed over time. (A degree of 'cultural shock' may be involved in study of the past, as well as in the encounter with the beliefs, doctrines and practices of contemporary others.)</p> <ul style="list-style-type: none"> <li>ii. The ability to read and use texts both critically and empathetically, while addressing such questions as genre, content, context, perspective, purpose, original and potential meaning, and the effect of translation if the text is not read in the original language.</li> <li>iii. The appreciation of the complexity of different mentalities, social behaviours and aesthetic responses, and of the ways they have been shaped by beliefs and values, and conversely how beliefs, sacred texts and art forms have been shaped by society and politics.</li> <li>iv. Sensitivity to the problems of religious language and experience, and to the issues of multiple and conflicting interpretations of language and symbols, texts and traditions. Simplistic, literalising or doctrinaire explanations are less likely to be advanced by a student of TRS.</li> <li>v. Appreciation of both the interconnectedness of and internal tensions within a system of beliefs and practices.</li> <li>vi. Basic critical and analytical skills: a recognition that statements should be tested, that evidence and arguments are subject to assessment, that the interpreter's role demands critical evaluation.</li> <li>vii. The ability to employ a variety of methods of study in analysing material, to think independently, set tasks and solve problems.</li> <li>viii. The capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue with respect for the opposite case or different viewpoint.</li> </ul>
--	---

	In terms of learning, teaching, and assessment, the proposed programme will promote lifelong learning [4.1.3], encourage the use of information technology [4.2.1], and employ experiential and group learning [4.2.2]. As already mentioned, the proposed programme has a very clear progression between levels 4 and 5 [4.4], and the course shares the view that essays are a more satisfactory assessment method than examinations [4.5.3].
<b>Other external and internal reference points used to inform the programme outcomes</b>	
<b>Mode/s of study</b>	Part time
<b>Language of study</b>	English and Welsh
<b>Date at which the programme specification was written or revised</b>	April 2010 Updated January 2014

<b>Aims of the programme</b>
<p>The programme has the following general aims:</p> <ol style="list-style-type: none"> <li>1. To provide opportunities for the critical study, and extended knowledge of Christianity and Christian theology accessed through the Holy Scriptures, through the traditions of the church and through the experience of the people of God.</li> <li>2. To explore Christian faith and spirituality as an exciting and dynamic process and drawing on existing critical approaches and perspectives within theology</li> <li>3. To develop an understanding of the contribution of faith to contemporary life</li> <li>4. To provide opportunities to extend, reflect upon and apply theological principles and explore issues based on their practical experience of an engagement with local churches.</li> <li>5. To extend and develop ways of exploring, examining, critiquing or deepening their personal faith. They are engaging with a programme concerned with Education for Discipleship.</li> <li>6. To provide opportunities for preparing students to undertake specific or a broader range of ministries within the Church, and take up particular tasks and services through Church, community or occupation. This might include work as Local Preachers, as Readers, as Youth Leaders, as ministers for work among children, or as ordained clergy.</li> </ol>

## **Intended learning outcomes of the programme**

**On completion of Level Four, students will be able to demonstrate or evidence the following:**

### **Knowledge and Understanding**

- A1 Basic knowledge and understanding of elements of Christianity and Christian Theology, Church history and traditions, and key scriptures
- A2: Appreciation and understanding of the roles and dimensions associated with faith in contemporary life
- A3: Practical and professional understanding of ministerial practice and discipleship applied to their own professional practice

### **Intellectual Skills**

- B1: Engage with critical issues and debates in Theology
- B2: Assemble coherent and effective arguments in relation to theology and ministry and communicate them fluently in oral and written forms
- B3: Demonstrate an ability to appreciate the strengths and deficiencies of contrasting views, arguments and opinions within theological discourse and practice.

### **Subject Skills**

- C1: Understand some of the key concepts, theories and debates underpinning the discipline of theology aspects of ministry and discipleship
- C2: Interpret and synthesise key arguments in Theological and perspectives
- C3: Demonstrate a well-developed understanding of perspectives in theology related to issues in contemporary life and issues of ministry and discipleship in relation to their own practical experience of and engagement with local churches
- C4: Use and apply methodologies and perspectives in relation to theoretical principles and in relation also to their own Christian faith and practice

### **Practical, Professional and Employability Skills**

- D1: Apply self-discipline, self-direction and initiative in planning and undertaking work and professional practice
- D2: Work effectively both independently and as part of a team to achieve set tasks and goals
- D3: Apply skills in decision-making and problem-solving
- D4: Be able to use IT sources and tools in research and communication

-----  
**On completion of Level Five, students will be able to demonstrate or evidence the following:**

### **Knowledge and Understanding**

- A1: Developed knowledge and understanding of elements of Christianity and Christian Theology, Church history and traditions, and detailed readings of scripture

- A2: Appreciation and understanding of the roles and dimensions associated with faith in contemporary life related to worship and scripture
- A3: Developed practical and professional understanding of ministerial practice and discipleship applied to their own professional ministerial or pastoral practice

**Intellectual Skills**

- B1: Confidently engage with critical issues and debates in Theology
- B2: Assemble coherent, sustained and effective arguments in relation to theology and ministry and communicate them fluently in oral and written forms
- B3: Demonstrate an ability to appreciate the strengths and deficiencies of contrasting views, arguments and opinions within theological discourse and practice, showing detailed understanding of text and scripture.

**Subject Skills**

- C1: Understand a broad range of concepts, theories and debates underpinning the discipline of theology aspects of ministry and discipleship, with emphasis on issues of faith and scripture
- C2: Interpret and synthesise key arguments in Theological and perspectives, including engagement with primary and secondary texts
- C3: Demonstrate a well-developed and broadly-based understanding of perspectives in theology related to issues in contemporary life and issues of ministry and discipleship in relation to their own practical experience of and engagement with local churches
- C4: Use, develop and apply methodologies and perspectives in relation to theoretical principles and in relation also to their own Christian faith and practice

**Practical, Professional and Employability Skills**

- D1: Apply self-discipline, self-direction and initiative in planning and undertaking extended work and professional practice
- D2: Work effectively both independently and as part of a team to achieve set tasks and goals
- D3: Apply skills in decision-making and problem-solving
- D4: Be able to use IT sources and tools in research and communication

-----

**On completion of Level Six (Ordinary), students will be able to demonstrate or evidence the following:**

**Knowledge and Understanding**

- A1: Broadly-based detailed knowledge and understanding of elements of Christianity and Christian Theology, Church history and traditions, and scripture, including practical theology, the role of the church in society and knowledge of the Bible
- A2: Critical appreciation and understanding of issues of faith and Christian practice in society
- A3: Advanced practical and professional understanding of ministerial practice and discipleship applied to their own professional ministerial or pastoral practice as appropriate for sustained work in ministerial and pastoral practice

### **Intellectual Skills**

- B1: Confidently engage with critical issues and debates in Theology and the role of the Church in contemporary life
- B2: Assemble coherent, sustained, detailed and effective arguments in relation to theology and ministry and communicate them fluently in oral and written forms
- B3: Demonstrate an ability to appreciate the strengths and deficiencies of contrasting views, arguments and opinions within theological discourse and practice, showing detailed understanding of text and scripture

### **Subject Skills**

- C1: Understand and critically evaluate a broad range of concepts, theories and debates underpinning the discipline of theology aspects of ministry and discipleship, with emphasis on issues of faith and scripture
- C2: Interpret and synthesise key arguments in Theological and perspectives, including engagement with primary and secondary texts
- C3: Demonstrate an advanced and broadly-based understanding of perspectives in theology related to issues in contemporary life and issues of ministry and discipleship in relation to their own practical experience of and engagement with local churches
- C4: Use, develop and apply methodologies and perspectives in relation to theoretical principles and in relation also to their own Christian faith and practice

### **Practical, Professional and Employability Skills**

- D1: Apply self-discipline, self-direction and initiative in planning and undertaking extended and sustained work and professional practice
- D2: Work effectively both independently and as part of a team to achieve set tasks and goals
- D3: Apply skills in decision-making and problem-solving
- D4: Be able to use IT sources and tools in research and communication

-----  
**On completion of Level Six (Honours), students will be able to demonstrate or evidence the following:**

### **Knowledge and Understanding**

- A1: Advanced professional knowledge and critical understanding of Christianity and Christian Theology, the Church, Scripture, including practical theology, the role of the church in society and knowledge of the Bible
- A2: Critical appreciation and understanding of issues of faith and Christian practice in society as demonstrated through a sustained and independent study and dissertation
- A3: Advanced practical and professional understanding of ministerial practice and discipleship applied to their own professional ministerial or pastoral practice as appropriate for sustained work in ministerial and pastoral practice

### **Intellectual Skills**

- B1: Confidently engage with critical issues and debates in Theology and the role of the Church in contemporary life

B2: Assemble coherent, sustained, detailed and effective arguments in relation to theology and ministry and communicate them fluently in oral and written forms in a sustained, original and professional piece of research

B3: Demonstrate an ability to appreciate the strengths and deficiencies of contrasting views, arguments and opinions within theological discourse and practice, showing detailed understanding of text and scripture.

**Subject Skills**

C1: Understand and critically evaluate a broad range of concepts, theories and debates underpinning the discipline of theology aspects of ministry and discipleship, with emphasis on issues of faith and scripture

C2: Interpret and synthesise key arguments in Theology and perspectives on Christian faith and practice, including engagement with primary and secondary texts

C3: Demonstrate an advanced and broadly-based understanding of perspectives in theology related to issues in contemporary life and issues of ministry and discipleship in relation to their own practical experience of and engagement with local churches

C4: Use, develop and apply methodologies and perspectives in relation to theoretical principles and in relation also to their own Christian faith and practice

**Practical, Professional and Employability Skills**

D1: Apply self-discipline, self-direction and initiative in planning and undertaking extended and sustained work and professional practice

D2: Work effectively both independently and as part of a team to achieve set tasks and goals

D3: Apply skills in decision-making and problem-solving

D4: Be able to use IT sources and tools in research and communication

**CURRICULUM MATRIX** demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

(Note: programme structure detailed fully in section headed *Programme structures and requirements, levels, modules, credits and awards* to be found on page 17)

		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>														
	<i>Module Title</i>	<i>Core Opt</i>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
<b>Level 4</b>	Beginning the New Testament	C	✓		✓	✓	✓	✓		✓		✓				✓
	Encountering God's World	C		✓	✓		✓		✓		✓	✓	✓			✓
	Call and Vocation	C	✓		✓	✓		✓		✓		✓	✓			✓
	Beginning the Old Testament	C	✓		✓	✓	✓	✓		✓		✓				✓
	Mission and Service	C		✓	✓		✓	✓	✓		✓		✓			✓

		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>														
<i>Module Title</i>	<i>Core Opt</i>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	
The Church and Other Faiths	C	✓	✓		✓	✓			✓	✓	✓	✓			✓	
Doing Theology	O	✓	✓		✓	✓		✓	✓	✓	✓				✓	
Communicating the Bible	O	✓	✓	✓	✓	✓	✓	✓		✓		✓			✓	
Specialist Ministry	O	✓	✓	✓	✓	✓	✓	✓		✓		✓			✓	
Children's Ministry	O	✓	✓	✓	✓	✓	✓	✓		✓		✓			✓	
Churches, Children, Learning	O	✓	✓	✓	✓	✓	✓	✓		✓		✓			✓	
Encountering the Church	O	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	
Encountering Challenging Choices	O	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	
Beginning Christian Doctrine	O	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	
Beginning Spirituality	O	✓	✓	✓	✓	✓		✓	✓	✓		✓			✓	
Introduction to Church and Kingdom	O	✓	✓	✓	✓	✓		✓	✓	✓		✓		✓	✓	
An Introduction to Anglican Worship	O	✓	✓	✓	✓	✓	✓		✓	✓		✓			✓	

		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>														
<i>Module Title</i>		<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	
<b>Level 5</b>	Exploring the Gospels	C	✓		✓	✓	✓	✓		✓		✓	✓		✓	
	God as Trinity	C	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	
	Pastoral Practice	C		✓	✓		✓	✓	✓		✓	✓	✓		✓	
	Exploring Paul	C	✓			✓	✓	✓	✓		✓				✓	
	Jonah, A Prophet for Today	C	✓			✓	✓	✓		✓		✓			✓	
	Worship	C	✓		✓	✓	✓		✓		✓	✓			✓	
	Christian Ethics	C	✓	✓			✓	✓	✓		✓	✓		✓	✓	
	Spirituality and	O	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	



	Prayer															
	The Church and the Churches	O	✓	✓		✓	✓		✓			✓	✓	✓		✓
	Reflective Ministerial Practice	O	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓
<b>Level 6</b>	<b>Dissertation</b>	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Worship Through the Christian Year	C	✓		✓	✓		✓		✓		✓	✓			✓
	Understanding the Church	C	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	The Bible Today	C	✓		✓	✓		✓	✓	✓		✓	✓	✓	✓	✓
	Preaching the Lectionary Gospel	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Practical Theology for Today	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Ministry and the Church	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	Church and Society	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓

### Distinctive features of the programme

The part-time degree in Theology for Discipleship and Ministry at Glyndŵr University both builds on best practice within existing provision and develops new and innovative responses to an extending and changing market. It is underpinned by nationally recognised research expertise and publication in these fields. In addition, it builds on the DMin in Religion and Education professional doctoral programme at Glyndŵr University, and is founded on the professional links and community base of faith-based and religion-related education and practice within the region.

The programme has been designed to be delivered in a highly distinctive way, off-campus, across the full calendar year and entirely within the framework of a partnership arrangement. In general the programme has been developed within the terms of the Glyndŵr University new curriculum model, with PDP/skills embedded throughout the programme (although more explicitly signalled in work at Level 4), preparation for research work at Level 5, and the extended Research/Dissertation 40-credit module at Level 6. Consideration of issues of employability and enterprise, and more general issues of Education for Sustainable Development and Global Citizenship (ESDGC) are implicitly addressed through the programme in relation to the emphasis on practical theology and professional practice in relation to ministry and discipleship.

### Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

Each module within the BA in Theology for Discipleship and Ministry has been designed for learning and teaching practices relevant to delivery at a distance methodology facilitated through Local Education Group facilitators. This means that each module is led by a specified textbook

accompanied by a specially constructed workbook, including specification of both required and recommended additional reading. The Faculty of the St Mary's Centre and staff at the St Seiriol's Centre (formally known as MiniCaB), which includes the Visiting staff recognised by Glyndŵr University have significant established experience with developing delivery at a distance learning materials of this nature.

Drawing on best practice and theory in current adult education programmes, these delivery at a distance modules are supported by trained local education group facilitators overseen by the Director. The task of the local education group facilitators is to guide the discussion and activities structured within the workbooks and related to the designated textbooks. Such discussion and activities are throughout designed to prepare for and to support the students' engagement with the relevant assessment procedures. The local education groups are supported by the provision of regional Saturday schools.

Well before the beginning of the academic year, potential students (either directed to the programme by diocesan staff responsible for areas of ministry training or encouraged to explore the programme through personal commitment to discipleship) will have registered interest through contact with the course director or the course administrator. Such potential students are invited to attend an 'open day' during September, either on a Saturday or an evening, choosing to attend either in the north of the diocese (say Bangor) or in the south of the diocese (say, Dolgellau). The open day provides an opportunity to meet the core staff and the local education group facilitators. Some flexibility and negotiation is available at this stage to determine the most convenient times and locations of meetings for the local education groups in light of the requirements of the course participants. Each local education group aims to involve between five and ten participants.

New recruits to the programme leave the open day with the teaching and learning materials they require in order to pursue the first module. At this stage candidates recommended for ministry are committed to registering with the university and to submitting work for assessment. Candidates pursuing the discipleship route through the programme are invited to join the group initially as auditors and to engage with local education group facilitator and course director in the process of discernment regarding the stage at which they may be ready to register with the university and to submit work for assessment.

Local education group facilitators understand their role as expressing part of their own commitment to discipleship and ministry within the diocese (which means that they are neither expecting nor receiving more than an honorarium for this work but that they are fully and professionally committed to the delivery of their responsibilities). Their aptitude is rigorously assessed by the course director who provides initial training, ongoing monitoring, and continuing professional development and support. The current generation of local education group facilitators include clergy, teachers, and university staff.

The course workbook prescribes a programme of reading in preparation for each meeting of the local education group. On the basis of this reading each participant is required to prepare a written response (of around 750 words) to the question that shapes the work of the local education group meeting. The local education group meeting is designed to stimulate dialogue between the course reading, each candidate's experience, and each candidate's vocation to discipleship and ministry.

In the context of the St Seiriol's Centre (formerly MiniCaB) the course workbooks have been specifically commissioned to support the delivery of the programme, reflecting the teaching and learning ideology to which the programme is committed.

Towards the end of each of the three 'terms' participants are expected to attend a Saturday school that draws together members of the various local education groups pursuing the same module. With the teaching and learning agenda the Saturday school has three primary objectives: to provide new lecture-based input from an individual with recognised expertise in the field; to provide opportunities

for advice and consultation on completing submissions for the assessment portfolio; and to draw together expertise from across the diversely located local education groups. For these Saturday schools the St Seiriol's Centre draws on the expertise of its own staff and on the staff associated with the St Mary's Centre.

On completion of the module participants are invited to submit three components for assessment. The local education group facilitators, together with the Course Director and Staff, are equipped to support candidates unfamiliar with the expectations of higher education to undertake this assessment procedure.

Throughout levels 4 and 5 candidates pursuing the modules within the context of training for ordained ministry are overseen by the diocesan officer responsible for ministry formation who will provide one-on-one supervision in relationship to pastoral placements and the component of module assessment concerned with reflection on the placement experience. Throughout levels 4 and 5 candidates pursuing the modules within the context of training for reader ministry are overseen by the diocesan officer responsible for reader ministry who will provide one-on-one supervision in relationship to preaching placements and the component of module assessment concerned with sermon production and with reflection on the preaching experience.

Level 6 is designed primarily to support the initial continuing ministerial development (ICMD) of candidates who have been licensed for recognised lay ministry or commissioned into ordained ministry. ICMD is overseen by the diocesan officer responsible for continuing ministerial development. The programme will be offered with individual supervision at small group reflective seminars. Level 6 will not be offered through distance learning materials or within the context of local education groups in the same way as applied to level 4 and to level 5. The teaching and learning methods modelled at level 6 are designed to prepare candidates for seamless progression into the level 7 and 8 activity associated with the already validated DMin programme.

### **Welsh provision**

The programme has clear strengths and dimensions in terms of the Welsh Medium context and delivery. The Welsh dimension is an important one for the programme because of the regionally-based focus of the programme, with a number of students likely to be working or based within Welsh medium parishes within and across North Wales.

In accordance with the University's policies on the Welsh Language the course team is fully supportive of the principles of bilingualism and for students to have the right to receive teaching and be instructed within their preferred language. As best as it can the course team will use the services of the Welsh Language Translation services and make appropriate use of bilingual staff for the teaching and assessment where students declare preference for Welsh.

To date, a number of module handbooks have been translated into Welsh and one local education group is conducted through the medium of Welsh, with the intention of extending this provision.

## **Assessment strategy used to enable outcomes to be achieved and demonstrated**

### **Assessment content**

Throughout levels 4 and 5, it is recognised that some course participants pursue the programme in order to develop their own path of discipleship, and that other course participants pursue the programme in order to gain recognition for recognised ministries within the churches. These different objectives are reflected in the portfolio method of assessment. The portfolio associated with

each module at level 4 and level 5 comprise three components.

1. For each meeting of the local education group all course participants are required to prepare a brief reflection on the 'week's' reading. At the end of the module two of these reflections will be added to the assessment portfolio, each as a 750 word assignment.
2. At the end of the module all course participants are required to submit one 1,500 word assignment examining the academic outcomes of the module.
3. At the end of the module all course participants are required to submit one practical reflection on the module, equivalent to between 1500 words. The nature of the practical reflection will vary according to the applied route taken through the programme. For example:
  - those preparing for a preaching ministry may submit a sermon;
  - those preparing for pastoral ministry may reflect on a recent pastoral experience in the light of the content of the module;
  - those pursuing the Education for Discipleship route may offer a portfolio of reflections on the relevance of the module of their Christian journey.

Within the churches in Wales achievement at level 5 is generally accepted as adequate and sufficient for recognition within recognised ministries. Many candidates within recognised ministries are however encouraged or required during the early years in ministry to continue study to graduate level. The level 6 modules are designed for this purpose.

Throughout level 6, it is recognised that some course participants will continue to pursue the programme in order to develop their own path of discipleship, and that other course participants will continue to pursue the programme in order to gain recognition for recognised ministries within the churches. These different objectives continue to be reflected in the portfolio method of assessment for all the modules apart from the dissertation. The portfolio associated with each module (apart from the module concerning Worship through the Christian Year and the dissertation) at level 6 comprise two components.

1. At the end of the module all course participants are required to submit one 3,000 word assignment examining the academic outcomes of the module.
2. At the end of the module all course participants are required to submit one practical reflection on the module of 2000 words. The nature of the practical reflection varies according to the applied route taken through the programme. For example:
  - those engaged in a preaching ministry may submit a sermon;
  - those engaged in a pastoral ministry may reflect on a recent pastoral experience in the light of the content of the module;
  - those pursuing the Education for Discipleship route may offer a portfolio of reflections on the relevance of the module of their Christian journey.

At level 6 the dissertation is assessed by the criteria currently established within Glyndŵr University for dissertations at this level.

## Assessment Matrix

Level	Module Title	Credit Value	Assessment Element	Duration or Word Count Equivalence	Due Week*
4	Beginning the New Testament	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Encountering God's World	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Call and Vocation	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Beginning the Old Testament	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Mission and Service	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	The Church and Other Faiths	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Doing Theology	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Communicating the Bible	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Specialist Ministry	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Children's Ministry	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Children, Churches, and Christian Learning	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Encountering the Church	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Encountering Challenging Choices	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Beginning Christian Doctrine	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module

	Beginning Spirituality	20	2 essays Essay Practical reflection	750 each 1,500	End of
	Introduction to Church and Kingdom	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	An Introduction to Anglican Worship	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
<b>5</b>	Exploring the Gospels	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	God as Trinity	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Pastoral Practice	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Exploring Paul	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Jonah, A Prophet for Today	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Worship	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Christian Ethics	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Spirituality and Prayer	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	The Church and the Churches	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Reflective Ministerial Practice	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
	Jesus and the Gospels	20	2 essays Essay Practical reflection	750 each 1,500 1,500	End of module
<b>6</b>	Church and Society	20	Essay Assisted critical review	3,000 2,000	End of module

	Ministry and the Church	20	Essay Assisted critical review	3,000 2,000	End of module
	Practical Theology for Today	20	Essay Assisted critical review	3,000 2,000	End of module
	Preaching the Lectionary Gospel	20	2 sermons & reflection Assisted critical review	3,000 2,000	End of module
	The Bible Today	20	Essay Practical reflection	3,000 2,000	End of module
	Understanding the Church	20	Essay Practical reflection	3,000 2,000	End of module
	Worship Through the Christian Year	20	Analysis and reflection Presentation Assisted critical review	1,500 2,000 1,500	End of module
	Dissertation	40	Proposal Dissertation	2,000 8,000	End of module

**\* NB – Each portfolio is created incremental and is therefore not undertaken in a condensed period at the end of the level. Week 26 is the period by which all assessments are to be submitted.**

### **Assessment schedule**

The three modules per year are delivered within the structure of conventional terms. Term 1 takes place in the autumn before Christmas, term 2 takes place in the spring before Easter, term 3 takes place in the summer after Easter. As a programme concerned with adult teaching and learning by means of distance learning and delivery-at-a-distance procedures, the 'academic year' needs to extend over a longer period than the period associated with traditional on-campus delivery. Generally candidates will be required to submit their portfolio for assessment within a period of six weeks following the last of the local education group meetings through which the module was delivered.

The assessment tasks are clearly detailed within the module workbook and therefore available to and known by the candidates from the time they begin the module.

The candidates' work is assessed by Visiting staff within Glyndŵr University (and where appropriate, in accordance with good practice promoted by Glyndŵr University, second marked by Visiting staff within Glyndŵr University), under the overall oversight of the Senior Lecturer of Theology at Glyndŵr University (an appointment made in collaboration with the St Mary's Centre).

Given the schedule of submission of work for assessment comparable programmes offered by other universities within this field generally work to an exam board timetable of mid-October. The exam board, involving the appropriate QA representatives from Glyndŵr University, together with the Senior Lecturer in Theology at Glyndŵr University and Visiting staff mandated with the oversight and delivery of the programme and the external examiner, will normally be located within the University.

The following diagram provides an outline of the assessment schedule in relation to the student experience progressing through each year of the programme

Term	1: October – January	2: February - May	3: May - August	Assessment Board
Years A and B at each level				
Submission of work	Mid-January	Late April	Mid-August	Mid-October (assessments to External Examiner in mid-September)

### Assessment regulations that apply to the programme

Applicable regulations:

Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees

No derogation of regulations applies for this programme.

### Programme structures and requirements, levels, modules, credits and awards

#### Overall Structure

The programme relates to part-time delivery only. The outline structure of the programme is shown below. Core and optional modules are arranged over three levels. Successful completion at each level (4 and 5) enables students to exit with a Certificate of Higher Education or Diploma of Higher Education respectively. At Level 6 students may opt to take the Ordinary degree, in which case they take 60 credits excluding the Dissertation: the award of an Ordinary degree is not available to students entering at Level 6 directly.

Levels 4 and 5 have been designed for delivery entirely based on part-time studies through local education groups. Part-time delivery means that each level requires two years of study. Progression is designed between levels 4 and 5 but not between the two years of delivery within each level. The course handbook makes it clear that the curriculum is fully prescribed for these four years of study, offering twelve modules in total without options provided. Through the handbook students are aware of the situation when they sign up to the programme.

Delivery of the programme overall is undertaken on a termly basis, with each student taking 3 modules over the academic year: the delivery is non-standard when measured against the majority of other Glyndŵr University BA degree programmes, although is not dissimilar to the delivery of programmes in Nursing and Health. Three modules per year are delivered within the structure of “terms” (generally equivalent to Glyndŵr University semesters 1, 2 and an additional semester 3). Term 1 takes place in the autumn before Christmas, term 2 takes place in the spring before Easter, term 3 takes place in the summer after Easter. As a programme concerned with adult teaching and learning by means of distance learning and delivery-at-a-distance procedures, the ‘academic year’ needs to extend over a somewhat longer period than the period associated with traditional on-campus delivery. Generally candidates will be required to submit their portfolio for assessment



within a period of six weeks following the last of the local education group meetings through which the module was delivered.

### Structure at level 4 and level 5

The programme's handbook makes this structure clear and students will not normally be invited to work outside this structure. Note: The core modules, reflecting the structure below, will be chosen each year by the programme leader. The remaining modules will be chosen from the optional available optional modules.

<b>Level 4</b>	<b>Year A Core</b>	Beginning the New Testament	Encountering God's World	Call and Vocation
	<b>Year B Core</b>	Beginning the Old Testament (20 credits)	Mission and Service (20 credits)	The Church and Other Faiths (20 credits)
<b>Level 5</b>	<b>Year A Core</b>	Exploring the Gospels or Exploring Paul (20 credits)	God as Trinity (20 credits)	Pastoral Practice (20 credits)
	<b>Year B Core</b>	Jonah, A Prophet for Today (20 credits)	Worship (20 credits)	Christian Ethics (20 credits)

<b>Level 4</b>	<b>Additional modules (optional)</b>	Doing Theology (20 credits)	Communicating the Bible (20 credits)	Specialist Ministry (20 credits)
		Children's Ministry (20 credits)	Children, Churches, and Christian Learning (20 credits)	Encountering Challenging Choices (20 credits)
		Encountering the Church (20 credits)	Beginning Christian Doctrine (20 credits)	Beginning Spirituality (20 credits)
		Introduction to Church and Kingdom (20 credits)	An Introduction to Anglican Worship (20 credits)	
<b>Level 5</b>	<b>Additional modules (optional)</b>	Spirituality and Prayer (20 credits)	The Church and the Churches (20 credits)	Reflective Ministerial Practice (20 credits)

## Structure at level 6

In Year A candidates are advised to follow three of the following six modules as best reflects their educational or training needs identified in consultation with the Course Director.

<b>Level 6</b>	<b>Year A (Core)</b>	Understanding the Church (20 credits)	The Bible Today (20 credits)	Worship through the Christian Year (20 credits)
		Practical Theology for Today (20 credits)	Ministry and the Church (20 credits)	Church and Society (20 credits)

In year B candidates will be registered to pursue the dissertation module and the module on preaching the lectionary gospels

<b>Level 6</b>	<b>Year B (Core)</b>	Dissertation (40 credits)
		Preaching the Lectionary Gospels (20 credits)

## Mode of Study

As a part-time programme it is intended that students complete over 6 years, taking 3 20-credit modules each year. At level 4, three 20-credit modules will be delivered each academic year (one per term). In this way 120 credits are achievable over two years. As a rolling programme students may enter the course at any term.

Enrolment will normally take place for the first term of the academic year and that progression between levels will remain contingent on the outcome of the exam board.

## Criteria for admission to the programme

All students will enrol, in the first instance, on the Diploma programme, with the opportunity to progress onto the full degree programme at the end of Level 5. They therefore apply either for the Diploma or full degree, but will be initially enrolled Diploma. Guidance provided to students will make this clear to candidates.

Entry criteria for the programme is in line with GU guidelines, and without any requirement for prior study in Theology and Religious Studies, with the normal expectation that candidates meeting traditional entry criteria would exit with the equivalent of 200 points made up of:

- 2 GCE/VCE A2 level , 6 unit awards, VCE 12 unit double award or equivalent National Diploma/Certificate
- 3-4 Scottish Higher subjects or 3-4 Irish Leaving Certificate Higher subjects
- a BTEC National

- ACCESS course pass

In practice, however, many of students come under the entry for mature candidates, although some also fulfil the formal entry requirements outlined above. Students below the eligible age for mature student status will have to fulfil the formal requirements set out above. For mature candidates, appropriate work experience supported by a demonstrated commitment to pursue a specialist area of study and the ability to benefit from and successfully complete the course. For those students seeking entry as mature candidates there is normally be a discussion process, as part of the admissions procedure. This is designed to ensure that students have full knowledge of the aims, nature and academic requirements of the course, and that they will be able to benefit from the course. All applications are reviewed in order to ensure that students are entering at the appropriate level of study and, for those students who are not ready, guidance will provided on options for Access courses, for example.

Applicants receive appropriate guidance about the church-based provision upon which the programme is based. There is no faith bar to the Diploma, but the church base of the tutorial team and the nature of some of the modules may make this Diploma less amenable to non-Christian students than more traditional university departments of Theology and Religious Studies.

In terms of the ministry stream, the diocese operates a stringent process of selection before recommendation for education and training. The selection process involves a range of specialised criteria concerned with religious vocation, academic aptitude, and professional skills. Selected candidates may come from a wide range of backgrounds, representing diverse previous educational and work-based experience. What they all have in common is extensive experience of the Church community in which they have been selected to serve and a high level of motivation for equipping themselves for that form of ministry

The admission of students to the programme is managed by the Director of St Seiriol's Centre in association with the Programme Leader and is undertaken in accordance with Glyndŵr University procedures. As an applied programme of theology for discipleship and ministry, candidates on the route for recognised ministries (lay and ordained) are commended to the programme by the rigorous selection processes operated by the Church. These selection processes include testing capacity for academic learning at the required level. Candidates on the discipleship route are usually commended to the programme by their church. Initially such candidates join the programme as auditors in order to assess their personal fit and will be advised by the Director regarding the point at which they are ready for formal enrolment and for submitting work for assessment. As a programme in Christian discipleship considerable pastoral oversight is offered throughout the discernment process.

Prior to enrolling on the programme at level 4, candidates are required to prepare for the programme by reading the volume *Shaping the Tools: study skills in theology* (in the *Exploring Faith* series edited by Francis and Astley) and complete a (non-credit earning) portfolio of the exercises specified within that volume. This volume embraces the essential generic learning skills appropriate for undergraduate-level study as well as skills specific to the study of theology for discipleship and ministry.

The present programme has been designed as part of a developing set of programmes concerned with education for discipleship and with education and training for ministry currently promoted by the churches in England within the context of Regional Training Partnerships (RTPs). Given current levels of mobility of individuals across England and Wales, there may be occasions when individuals who have entered comparable programmes (say in Suffolk or Lincolnshire) will wish to access the Glyndŵr University provision by means of seeking APL. Given the similarity of objectives of the developing set of programmes this may prove normally to be unproblematic.

It is also likely that students will wish to access levels of the programme on the basis of advanced standing, particularly for candidates from the Reader (Certificate) and Ordinand (Diploma) levels with credits of 120 and 240 credits respectively in cognate subject areas and disciplines.

APEL will not generally prove relevant to the programme although any applicants for entry are processed and considered in accordance with Glyndŵr University's policies and procedures for APEL entry.

## Programme Management

### Programme Team

Team Member	Title	Roles and Responsibilities
Dr Tania ap Sion	Senior Lecturer in Theology/Pastoral Sciences	Programme leader Education and Schools
Professor William Kay	Professor of Theology	Biblical Studies
Bishop David Walker	Visiting Research Fellow	Ministry Studies
Dr Paul Rolph	Visiting Research Fellow	Ecumenical Studies
Dr Susan Jones	Visiting Research Fellow	Ministry Formation
Canon Jeremy Martineau	Visiting Research Fellow	Contextual Ministry
Dr David Lankshear	Visiting Research Fellow	Christian Education
Professor Jeff Astley	Visiting Professor	Ordinary Theology
Professor Edward Bailey	Visiting Professor	Implicit Religion
Professor Michael West	Visiting Professor	Discipleship formation
Professor Leslie J Francis	Visiting Professor	Practical Theology

The BA in Theology for Discipleship and Ministry is structured, delivered and administered in association with the Visiting staff in Theology (connected with the St Mary's Centre) recognised by the University. The programme is delivered within recognised and manageable geographical areas under the directorship of personnel employed by the Diocese of Bangor, and recognised as visiting staff by the University. The qualifications of these key staff have been recognised by the award of positions within Glyndŵr University as Visiting Research Fellows and Visiting Professors. In addition, the Programme Leader is a Senior Research Fellow at Glyndŵr University and the Director of the St Mary's Centre.

The local education group facilitators are recruited, trained, and monitored by the St Seiriol's Centre, working in accordance with the quality assurance mechanisms maintained by Glyndŵr University.

### Quality Assurance

Quality assurance mechanisms are well established within GU and the programme operates in accordance with these systems which includes:

- Full Annual Monitoring Report: Produced by the Programme Leader/Head of School at the end of the academic year and containing a comprehensive retrospective review of all aspects of programme management and operation, student feedback, and mechanisms and processes for quality assurance and the review of academic standards. This includes an analysis of student statistics (entry, progression, completion and qualification), module results, feedback from students, etc.

- External Examiner / Accreditation Body reports.
- Other forms of student feedback, including Student Satisfaction Surveys, SPOM results, representations to Student Consultative Committee, and informal forms of feedback

The School operates a full system of School Boards, supplemented by management meetings of the Head of School and Subject Co-ordinators as and when required. There are also opportunities for all staff members to meet at Subject Team meetings, held on an occasional basis as and when required outside of the requirement for School Boards.

### **Programme Management**

The programme will be overseen by the Programme Leader and the Course Director who will be jointly responsible for the administration, co-ordination, monitoring and review of all aspects of the programme, but working with a Programme Board which will oversee the effective operation of the programme, partnership arrangements and practical administrative and delivery considerations. Efficient and dedicated administrative support structure is in place both at Glyndŵr University and at the St Seiriol's Centre to facilitate the effective operation of the following aspects of programme operation. The Programme Leader and the Course Director, working with the Programme Board, are responsible for ensuring that the programme operates efficiently through the general procedural and operational framework provided by the Glyndŵr University School of Undergraduate Studies, with responsibilities including:

- The management and development of curriculum and the course portfolio within the undergraduate programme
- Financial administration and staffing deployment/requisition, working within the new Institute/School processes currently being developed and scheduled for full implementation for September 2010
- Student tracking and student records
- Collation of assessment data, presentation of data at examination boards, and preparation of student transcripts, working through the auspices of the Glyndŵr University School of Undergraduate Studies
- Processing and granting of assignment extension requests and management/co-ordination of overall assessment activities across the undergraduate programme
- Quality assurance and annual monitoring, including writing and compiling the Annual Monitoring Report
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities
- Co-ordination of learning and teaching within the subject, including Peer Observation of teaching, dissemination of good and best practice, oversight of teaching schedules and Module Handbooks
- Co-ordination of subject-based assessment activities and processes, including liaison with external examiners, processes for moderation and second-marking, etc.
- Co-ordination of admissions activities, including liaison with Admissions and other programme team members within the BA Humanities programme
- The processing of option changes and counselling of students regarding academic progress
- Further diversified developments from the programme
- External liaison, including recruitment, publicity and marketing activities, etc.

In terms of the student experience, however, the most significant form of management operates at the module level, with the roles and responsibility of the Module Leader. Each Module Leader in association with the Course Director is responsible for:

- The maintenance and development of teaching and learning materials for all students enrolled on the module, including preparation/translation of module content into paper and/or

electronic formats

- The publishing and updating of module timetables, which shall include a weekly schedule of module sessions and required reading, to be distributed to students at the start of all modules
- The setting, marking and collation of marks for all module assessments and examination papers, including resit assessments, and submission of student results to the Programme Leader
- Personal, pastoral and other forms of tutorial support for students taking the module which they are responsible
- Quality monitoring, including processing of annual student feedback questionnaires and, where appropriate, student feedback for individual modules
- Liaison with part-time members of staff involved in module teaching

### **Research and Scholarship Underpinning Delivery and Development of the Curriculum**

The development and delivery of components and programmes is underpinned by a commitment to continuing and extending current research, advanced scholarship and professional practice.

The programme draws on very well-developed, experienced and internationally recognised research activity, focused through the St Mary's Centre and recognised through the provision of Visiting Research Fellowships and Visiting Chairs at Glyndŵr University. The details of this research activity have been well displayed through the CVs of the Visiting staff and Programme Leader, and tested through the Glyndŵr University appointment procedures.

The programme team includes individuals who have wide experience of developing similar programmes within other universities and of acting as external examiners with such provision. For example, Professor Leslie J Francis was responsible for developing the Centre for Ministry Studies at the University of Wales, Bangor. He served as external examiner for the professional master's programme in youth ministry at Oxford Brookes University, and for a similar programme at the University of Gloucestershire. Professor Michael West was responsible for developing the theological and ministerial educational training programme in Lincoln as a dynamic partnership between the University of Lincoln, the diocese of Lincoln and Lincoln Cathedral. Professor William K Kay was responsible for developing the Centre for Pentecostal and Charismatic Studies at the University of Wales, Bangor and currently oversees the delivery of the University of Wales DMin programme, especially within the Pentecostal and Charismatic contexts. Professor Jeff Astley was responsible for establishing and developing the North of England Institute for Christian Education within the context of the University of Durham and is well experienced in shaping education and training programmes within the field of theology for discipleship and ministry. Dr Tania ap Sion is a University of Wales Moderator for three Theological Colleges based in the UK and Europe.

Together Professor Francis and Professor Astley have co-edited the series of text books published by Darton, Longman and Todd, under the title *Exploring Faith*. These text books underpin the content and methodological approach advocated for the delivery of level 4 modules within the Glyndŵr University proposed programme. Together Professor Francis and Professor Astley are currently designing a new series for the SCM Press, under the title *Learning Church*. These text books will underpin the content and methodological approach advocated for the delivery of level 4 and level 5 modules within the Glyndŵr University proposed programme.

## Particular support for learning

### Student Support

As the programme is designed for delivery through the partnership, student recruitment, student support, and course delivery is the primary responsibility of the partner organisation working with the Programme Leader and recognised Visiting staff at Glyndŵr University, and working within the quality assurance mechanisms of Glyndŵr University. In this context, students on the programme receive the following forms of student support and guidance:

- **Admissions.** All students on the programme have the opportunity to review their application with staff from the partner institution, and receive appropriate advice and guidance prior to admission. This includes review of expectations of the course and clarification of workload and professional requirements.
- **Induction.** New students on the programme undergo an induction programme which provides them with a full introduction to the course, and includes elements of work on study skills and professional development. This includes a full introduction to module selections and full opportunity for individual advice and guidance on study routes.
- **Student Handbook.** All students on the programme receive a Student Handbook which contains details and guidance on all aspects of the course and forms of student support and guidance, programme-based, School-based and institutional.
- **Introduction to Module Selection.** New students are provided with a comprehensive introduction to module contents, diets, curriculum and options at the start of the year (Induction) and at appropriate points in the academic year. Clear guidance is also provided for the Dissertation. One of the strengths of the provision is the volume and detail of information provided through Module Guides.
- **Personal Tutor/Personal development Planning.** Each candidate admitted to the programme is advised and monitored by the course director appointed within the partner institution.
- **Progress Review and Attendance Monitoring.** Student attendance is subject to regular monitoring through registers maintained within the local education groups, and this is a means of addressing issues of student support.

Students receive appropriate induction to and explanation of Glyndŵr University student services and the range of resources and facilities which are available to all students of the University. The majority of students are distance-learning based students who meet on a set basis for learning and teaching activities and therefore, as part-time students located off the main campus, it would not be expected that they would need or expect the same type and range of student experience as a “traditional” 3-year full-time student. In addition to the support and resources provided by the partner institution, as full students of Glyndŵr University, candidates on the programme are able to access central forms of student support, including services for:

- Careers
- Counselling
- Student Services (help with finance issues, disability support, etc)
- Library and IT

They have access to electronic and web-based materials and email services, Intranet account and access to Information Services and Library Resources. They also have access to Student Guild activities and facilities. Forms of student representation are in line with Glyndŵr University requirements – with designated programme student representatives, Staff/Student Consultative

Committee which reports to the Programme Board for the programme.

### **Learning Resources – Library, Accommodation, Specialist Equipment**

The programme is entirely designed for off-campus delivery. No specialist equipment or resources will be required on campus. Course participants draw on the well established resources which have been developed for this programme, augmented by the normal availability of electronic resources guaranteed through registration as part-time students of Glyndŵr University. The library and residential facilities of St Deiniol's Library is also be available to course participants as appropriate.

### **Equality and Diversity**

In terms of equality and diversity, there is no restriction placed on the type of applicant for the programme. However, due to the form of programme delivery, applicants receive appropriate guidance about the church-based provision upon which the programme is based. For example, there is no faith bar to the Diploma, but the church base of the tutorial team and the nature of some of the modules may make this Diploma less amenable to non-Christian students than more traditional university departments of Theology and Religious Studies. In addition, level 6 (BA) is set within a specific ministry-based context (see information given about the programme above).