

Section 1: BASIC INFORMATION

1.1	Awarding Institution:	University of St Mark & St John
1.2	Teaching Institution:	University of St Mark & St John
1.3	Locus of Delivery:	University of St Mark & St John
1.4	Final Award Title:	Foundation Degree Arts
1.5	FHEQ Level:	4, 5
1.6	Programme Title:	Theology
1.7	Mode and Duration of Study:	Full-time 2 years, Part-time 4 years
1.8	UCAS Code(s):	4D53
1.9	Admission Criteria:	<p>Normal University entrance criteria apply (please refer to the website for further details).</p> <p>International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.</p> <p>DBS clearance or equivalent may be required for placement-based learning</p> <p>Where students have professional experience in place of formal qualifications, they will be asked to produce a written assignment task to be assessed for admissions.</p>
1.10	Accrediting Professional Body/ PSRB:	N/A
1.11	QAA Subject Benchmarking Group(s):	Theology and Religious Studies 2014 Foundation Degree Characteristics Statement 2015
1.12	Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ) ; UK Professional Standards Framework
1.13	Language of Study (<i>for learning, teaching and assessment</i>):	English
1.14	Work-Based Learning Arrangements:	Work-based learning takes place within modules THEC52, THEC54 and THED16
1.15	Foundation Degree Progression Routes:	N/A

1.16	Arrangements for Distance Learning:	N/A
1.17	Original Date of Production:	February 2017
1.18	Date of Commencement:	September 2017
1.19	Review Date:	September 2023

2. Programme Outline

As an understanding of Revelation, theology has always had to respond in different historical moments to the demands of different cultures, in order to mediate the content of faith to those cultures in a coherent and conceptually clear way. Today, the range of questions and problems which theology tackles require the joint efforts of philosophical, theological and interdisciplinary methods. The chief purpose of theology is to provide an understanding of Christian revelation and the content of faith. The hermeneutical problem of communicating this content and meaning across cultures, and the diverse historical and cultural forms taken by the faith are a core concern of the programme, as is the ways in which people of faith live these meanings in practical and applied contexts.

FdA Theology explores the central themes and debates in the Christian mystery. The programme introduces students to applied contexts in wider contemporary society through a series of modules in the social sciences, building toward a particular focus on mission and development in the final year. This focus on mission foregrounds the role of faith in the wider life of contemporary society in the UK and globally, preparing students for a range of faith-based roles engaging with wider society.

Uniquely, the FdA Theology, while also exploring these themes, enables students who are already undertaking voluntary, vocational or paid forms of social ministry to gain accreditation for their reflections on this work, while undertaking part-time or full-time study to deepen their theological literacy.

2.1 Integrating Sustainability into the Curriculum

This programme includes a module on Ecotheology in the 2nd year, which explores theological perspectives on the environment, sustainability and stewardship of the earth's resources.

3. Distinctive Features

The FdA is distinctive in that it enables students to gain accreditation for existing voluntary work related to theology and the Church.

The programme is distinctive in its focus on theology as practical and applicable to the life of lay leaders in communities and settings other than full-time ministry. The programme draws from the University's 175 year heritage as an Anglican-founded community of learning. As the former two constituent colleges of St Mark & St John, the University has an established history of high quality Theology provision and ministerial training, and has widely contributed to the establishment of a community of Theology expertise in the South West, in partnership with the South West Ministry Training College and the Diocese of Truro and Exeter. Truro Cathedral is a particularly valued partner in the delivery and design of the Foundation Degree, drawing on existing popular and academically rigorous adult faith formation programmes in the diocese.

4. Programme Aims

The programme aims to provide students with:

- An in-depth study of the Bible, key texts from the patristic period to the present day, the history, practices and enculturated theology of global Christianity.
- Opportunities to consider the artistic, ethical, social, political, liturgical, philosophical and cultural characteristics of global Christianity.
- An exploration of the interdisciplinary interface between theology and science, culture, ecology, technology and the social sciences.
- Practical opportunities for critical and reflective involvement in theologically or faith-based initiatives in the social context in which they live.
- Enhanced critical reflection on their own personal and professional identities and practices, as well as opportunities to make contributions to institutional and social contexts in which they live, work and volunteer.
- A variety of theories and methods of theological and philosophical inquiry, and the skills of critical analysis requisite to make intelligent and critical use of those theories.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to:-

- 1) Demonstrate comprehension of and engagement with the richness of the Christian tradition in its varied and central forms.
- 2) State clearly, discuss and demonstrate comprehension of the social, political, cultural, liturgical and missiological expressions of the Christian faith.
- 3) Discuss and demonstrate comprehension of Biblical texts and their subsequent articulations by key theologians and philosophical interpreters of the faith in different historical periods, and especially in contemporary global contexts.
- 4) Demonstrate a reflective application of the above concepts, texts, expressions and perspectives to their voluntary or professional work in contexts of faith.

Intellectual skills:

By the end of this programme students should be able to:-

- 5) Represent views other than the student's own, sensitively and intelligently with fairness and integrity, while as appropriate expressing their own identity in a spirit of generosity, openness and empathy, without denigration of others.
- 6) Demonstrate clear understanding of the multi-faceted interaction between religion and contemporary global society, with its negative and positive effects.
- 7) Identify, gather and analyse primary data and source material, whether through textual studies or direct engagement with communities.
- 8) Undertake independent or self-directed study or learning (including time management) and reflect on their own strengths and weaknesses as a learner.
- 9) Show independence in thought, and reflective self-awareness about one's own beliefs, commitments and prejudices with specific reference to reflective practice and an understanding of vocation.

Practical skills:

By the end of this programme students should be able to:-

- 10) Demonstrate awareness and assessment of theological and faith-based contributions to

debate in the public arena concerning values, truth, social justice, identity, health, education and conflict resolution.

- 11) Demonstrate a clear understanding of how personal and communal identities and motivations are shaped by religion, how this is refracted differently in communities both locally and globally, and how this has both constructive and destructive effects, and how important the dialogue between faith and culture can be.
- 12) Communicate information, ideas, principles and theories and develop an argument effectively by appropriate oral and visual means, and relate materials to diverse intended audiences.
- 13) Work collaboratively as a member of a team or group in a way which recognises one's own and others talents, and enables these to flourish.
- 14) Use technology and computer skills to effectively communicate at distance, manage work across multiple sites, support research and enhance presentations.

Transferable / key skills:

By the end of this programme students should be able to:-

- 15) Demonstrate intellectual flexibility through the practice of a variety of complementary methods of study: textual, sociological, missiological, historical, pastoral and philosophical.
- 16) Communicate information, ideas, arguments, principles and theories, and develop an argument by a variety of means, for example essays, oral presentations and online portfolios.
- 17) Engage with empathy, integrity and critical reflection with the convictions and behaviours of others.
- 18) Make discerning use of a full range of resources in order to identify appropriate source material, compile bibliographies, inform research and enhance presentations.

6. Learning and Teaching Methods

The course will primarily be taught through a series of lecture presentations alongside some specialist one-to-one meetings with University tutors, in which learning goals for each module, including placements, will be agreed, assessment tasks explained, and students' reading directed and discussed.

Case Studies

Students using case studies as a site of analysis and to develop their thinking in an area that has already been introduced on the course – involves reading, review or observation of resources is including discussion and feedback.

Directed Study & Reading

Time set aside by the teacher for learners to study a particular subject.

E- learning

Utilisation of electronic media, normally via the University's virtual learning environment (Learning Space) to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions, for notices and updates.

Experiential Learning

Students utilising their direct lived and practice-based experiences to make meaning and inform their own theories of practice.

Group critique	The presentation of work in progress to peers and/or staff/professionals in order to gain constructive criticism to enable development.
Group Discussions	A focus group (normally between 8-10 people) who work together to discuss opinions and gauge responses to specific stimuli.
Group work	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group. It can include exercises, activities, debates, and discussion.
Guest Speakers	A guest speaker explains or shows some content to a learning audience; similar to a lecture.
Independent study	Activities where an individual learner conducts research, or carries out a learning activity, on their own. This will often include internet resources, sound and video files on LS, book and hand out based exercises.
Lecture	Subject introduced and delivered by the lecturer in a specific time which transmits information.
Master Class	Learning delivered by a highly regarded practitioner sometimes in the form of a lecture demonstration and sometimes using students as subjects.
Student presentations	Typically involves individuals or small groups of students researching, preparing and presenting information to their peers
Tutorials & Supervision	Tutorials offer guidance, supervision and support and can be conducted via telephone, e mail or skype
Work Based Learning	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a particular profession or trade in a live working environment, while being monitored and supported by a tutor.
Workshop	Learning which is normally delivered via a practical activity in which a group of students undertake tasks under guidance related to a common theme and in the process acquire skills, techniques and conceptual understanding.

6.1 Learning Enhancement

Students will be encouraged to reflect on both the professional and missiological aspects of their engagement with local church, voluntary or professional organisations, and will work closely with

a University-based tutor to agree a placement-based learning contract in 3 semesters of the course.

6.2 e-Learning

Students will benefit from a range of online blended learning resources, including a blended approach to THEC90, the introduction to study at University level, aimed at equipping students with the skills to engage with this unique model of delivery. A number of open access resources have also been incorporated into the programme, drawing on wider expertise which links closely with our learning aims.

7. Modes of Assessment

While the academic essay remains core to the discipline of theology, students will also be assessed through a range of practical, portfolio and presentation modes, which provide opportunities to demonstrate critical reflection on theological questions in applied contexts. Given the flexible nature of the programme, designed to complement students already working or volunteering in faith-based settings, none of the courses involve timed examinations.

Some of these assessments may include:

- Presenting a talk to a specific audience outlining a particular theological controversy;
- Completing a reflective journal applying key readings to practical experience over several weeks;
- Writing a reflective commentary outlining scholarly interpretations of a key primary text.

A full breakdown of modes of assessment is provided below:

Level 4:	Assessment 1 (% weighting)	Assessment 2 (% weighting)	Assessment 3 (% weighting)
THEC51 New Testament and Gospels	Essay (60)	Presentation (40)	
THEC52 Placement 1: Mission and Ministry	Learning Agreement (20)	Structured Assignment (40)	Annotated bibliography & reflection (40)
THEC53 Old Testament and Psalms	Essay (60)	Presentation (40)	
THEC54 Placement 2: From Mission to Vocation	Learning Agreement (20)	Reflective Journal (40)	Practice-based Proposal (40)
THEC55 Church History	Essay (60)	Reflective Journal (40)	
THEC90 Engaging with Learning: Theology	Formative Assessment (0)	Learning Agreement (50)	Developmental Project (50)
Level 5:			
THED12 St Paul: Life & Letters	Essay (50)	Essay (50)	
THED13 Ecotheology	Presentation (20)	Essay (80)	
THED14 World Religions in the Context of	Reflective Presentation (30)	Case Study Report (70)	

Contemporary Globalization			
THED15 Christian Spirituality and Liturgy	Essay (60)	Reflective Journal (40)	
THED16 Placement: Mission and Development I	Learning Agreement (20)	Online log (40)	Reflective assessment (40)
ERYD12 Research in Practice	Coursework (50)	Research Proposal (50)	

Summary of student assessment tasks:

Assessment follows the University's regulations, policies and procedures.

Assessment Glossary

A range of assessment modes are used, including:

Creative/Practical Project: A piece of creative/practical work which might include music production, performance, sound design, video soundtrack, multimedia, or event planning and realisation which is undertaken individually or in a small group

Essay: A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.

Literature review: A critical review of scholarly articles, books and other sources (e.g. dissertations, conference papers) relevant to a particular issue, area of research, providing a description, summary, and critical evaluation of each work. The purpose is to offer an overview of significant literature published on a topic.

Online Assessment: Undertaking a task or series of tasks using a computer which may be time-constrained and may employ adaptive technologies.

Placement File: A set of reflective observations kept whilst undertaking a placement.

Presentation: Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis.

Practical Performance Assessment; A piece of creative practical work, either undertaken in Assessment (PPA) groups or individually realised, enabling students to engage the actor's craft through the creative processes involved in live and pre-recorded performance.

Reflective journal: A piece or pieces of writing that uses reflective practice tools and techniques that enable the writer to develop and position themselves within practice, debates, literature and theory.

Research case study: An individual case-study, collecting data within a specific theme.

Research proposal: A detailed proposal to design a small-scale primary research study.

Research study: This will be an empirically based study within a placement module which should

indicate the capacity to synthesise a range of elements on the programme and undertake independent research.

Structured assignment: A tutor specified format usually related to an extended piece of research and/or own reflective practice.

Structured portfolio: A tutor specified format usually consisting of a range of short entries (typically 500 words) relating to a series of topics, concepts or theories overall.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning / Placement Learning

Students on the FdA complete a placement-based module in Level 5, Mission and Development, which draws on critical reflection to enable students to engage with issues of social policy, social mission and human development.

The FdA also includes two placement-focused modules in Level 4, which focus on reflection on existing voluntary, professional or ministry contexts.

10. Programme Structure

	Module Code ¹	Module Title	Credits	Assessment			Semester/ Term ^A	C/O*	Condonable
				%age Course work	%age Written exam	%age Practical exam			
Level 4	THEC51	New Testament and Gospels	20	100			A	C	
	THEC52	Placement: Mission and Ministry	20	100			A	C	
	THEC53	Old Testament and Psalms	20	100			B	C	
	THEC54	Placement: From Mission to Vocation	20	100			B	C	
	THEC55	Church History	20	100			X	C	
	THEC90	Engaging with Learning: Theology	20	100			X	C	√
Level 5	THED12	St Paul: Life and Letters	20	100			A	C	
	THED13	Ecotheology	20	100			A	C	
	THED14	World Religions in the Context of Contemporary Globalization	20	100			A	C	
	THED15	Christian Spirituality and Liturgy	20	100			B	C	
	THED16	Placement: Mission and Development I	20	100			B	C	
	ERYD12	Research in Practice	20	100			B	C	

Key:

For modules delivered by semester:

- A, B or C = Semester A, B or C (trimester)
- X = modules delivered across Semesters A and B
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C = compulsory; O = optional

A √ indicates that the module is non-condonable on this programme.

¹ a definitive module descriptor is required for each module

11. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

Working in close collaboration with the Diocese and Cathedral of Truro, students on the FdA in Theology will be taught by colleagues who are active in a range of roles in Christian churches in addition to the theological expertise on which the programme draws.

13. Academic Progression Opportunities

Students successfully completing FdA Theology may progress to Level 6 of the BA (Hons) Theology at the University, or elsewhere. Students successfully completing BA (Hons) Theology would find opportunities for Masters level learning at a number of institutions across the UK and internationally, as well as on the PGCE and SchoolDirect routes for initial teacher training in Religious Education.

14. Employability and Career Progression Opportunities

Many of the students engaged in the feeder programmes of the FdA are studying with the intention of pursuing religious commitments, and may wish to explore theology for purely personal and academic reasons, while undertaking existing professional or volunteering work.

Graduates of Theology can pursue clearly identified career paths such as teaching, ministry, social work, or international development for which the programme is part of their preparation, but may also go to work in a range of areas such as journalism, the law, government and archives, in which the skills developed in the programme will serve them well. The programme is specifically designed for applicants who are interested in mission and development, including global mission, in contexts where a faith-based ethos makes a contribution, but for a range of roles besides pastoral ministry.

Theology and religious studies graduates work in a variety of different roles in a range of employment sectors. Typical employers include:

- National and local government, including the Civil Service and government agencies, as well as non-governmental organisations (NGOs);
 - Schools, colleges and universities (for teaching and research positions);
 - Charities, voluntary and not-for-profit organisations;
 - Social services and other caring professions;
 - The church and other religious organisations;
 - Financial and legal firms;
 - The National Health Service;
 - PR, advertising, sales and marketing companies;
 - Media companies.
 - Libraries, charities, museums, television companies and publishing houses also employ theology and religious studies graduates in a range of roles.
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15. Support for Students and for Student Learning

The University's Library is in the centre of the campus, providing access to books and resources to support your studies and learning while you are here. It is spread over 3 floors, with a variety of study areas to suit your needs – social and group work areas, bookable group work rooms, quiet study and silent study areas. There is an IT Suite on the 1st floor, and the Library also provides access to the 24hr Room and the Copy Shop. You have access to the Library's online resources using Discovery, our single search engine. This provides easy access to our Library catalogue, databases and electronic journals.

The Library is open 7 days a week during term time, with 24/7 access to the ground floor and self-service kiosks. Staff are available to assist you from 8.30am-8pm during the week and 11am-4pm at weekends. There is further information available on our website at www.marjon.ac.uk/student-life/library/ with helpguides available in the Library or online at <http://issuu.com/marjonlibrary>.

Students also have access to the 'Underground' careers service, student wellbeing, the Students' Union and local campus services.

16. Student Feedback Mechanisms

Feedback will be sought from students through Module Evaluation Forms, the Programme Report and regular Staff-Student Liaison Committee meetings, at least once per term. Additional student feedback will be provided by the National Student Survey, with outcomes from all of the above, and the External Examiner's feedback, informing modifications and enhancements to the programme.

17. Other Stakeholder Feedback (ie graduates and employers)

One of the main stakeholders in our programme, the Diocese and Cathedral of Truro, has been engaged as a partner throughout the development, and will be part of a steering group. Further discussions with additional partners, including South West Ministry Training College, St Mellitus College and Peninsula Gospel Partnership, are ongoing.

18. Quality and Enhancement Mechanisms

The programme is managed and quality assured through the normal University regulations and procedures. Student achievement and progression is monitored through Module and Programme Assessment Boards. Programmes are reviewed annually through the University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both module and programme level reporting. A regular steering group will be convened with partners providing any teaching to our students, to address any concerns raised by quality enhancement, annual reporting or student feedback.

19. Key Information Set (KIS) Data

N/A

Appendix 1: Mapping Matrix

Module Code	Knowledge and Understanding				Intellectual Skills					Practical Skills					Transferable/Key Skills			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
THEC51	X		X				X		X			X		X		X		X
THEC52		X				X		X	X	X		X	X	X		X	X	
THEC53	X		X				X		X			X	X	X		X		X
THEC54	X	X				X	X		X		X	X	X	X		X	X	
THEC55	X			X	X	X	X			X	X	X		X	X	X	X	
THEC90		X						X	X	X	X	X	X	X	X	X	X	X
THED12			X	X	X		X			X			X	X	X	X		X
THED13		X	X		X	X			X	X	X		X	X	X		X	
THED14		X			X	X			X	X	X						X	
THED15	X	X				X	X	X	X	X	X			X	X		X	X
THED16	X	X					X	X	X	X	X	X	X	X	X	X	X	X
ERYD12		X		X		X		X		X			X	X	X		X	X

