

PROGRAMME SPECIFICATION

1. Programme Title(s) and HECOS Code(s):

Bachelor of Arts (Hons) Theology (Biblical & Pastoral Theology)
HECOS CODES: 100801 Biblical Studies, 100802 Pastoral Studies

Bachelor of Arts (Hons) Theology (Theology & Missional Leadership)
HECOS CODES: 100340 Theology, 100794 Theology & Religious Studies

2. Available Awards:

Certificate in Higher Education (Biblical & Pastoral Theology): 100801 Biblical Studies & 100802 Pastoral Studies

Certificate in Higher Education (Theology & Missional Leadership): 100794 Theology & Religious Studies

Diploma in Higher Education (Biblical & Pastoral Theology): 100801 Biblical Studies & 100802 Pastoral Studies

Diploma in Higher Education (Theology & Missional Leadership): 100340 Theology & Religious Studies

Bachelor of Arts Theology (Biblical & Pastoral Theology): 100801 Biblical Studies & 100802 Pastoral Studies

Bachelor of Arts Theology (Theology & Missional Leadership): 100340 Theology & 100794 Theology & Religious Studies

Bachelor of Arts (Hons) Theology (Biblical & Pastoral Theology): 100801 Biblical Studies & 100802 Pastoral Studies

Bachelor of Arts (Hons) Theology (Theology & Missional Leadership): 100340 Theology & 100794 Theology & Religious Studies

3. Entry Requirements:

The general requirements are in line with Birmingham Newman University Entry Requirements.

3 A levels at grade C or above (or equivalent) in a humanities/social science related subject and 5 GCSEs at grade 4/C or above including English at 5/C or above, or recognized equivalents are required.

Mature applicants (21+), with considerable length of practical ministry experience who do not have formal qualifications, may be admitted to the programme if the Admissions Committee deem them able to complete the programme successfully. As part of this assessment applicants will normally be required to submit an essay on a Biblical subject.

Those seeking admission to the BA programme will normally be accepted only subject to satisfactory references and, in the case of on campus students, also a satisfactory interview. For students wishing to transfer credits into the scheme from other UK universities and recognised institutions, the rules followed will comply with the rules and processes for Birmingham Newman University. The eligibility of credits gained from overseas institutions will be assessed using UK NARIC guidelines.

Accredited RPL/RPeL and in some cases where the RPL/RPeL is certificated will be considered for students wishing to transfer into the scheme with previously obtained part or intermediate qualifications from other UK universities. This will follow the rules and processes for RPL/RPeL set out by Birmingham Newman University.

Students with a bachelor's degree from another subject may enrol directly to level 6 for a full classification with Honours degree programme provided that they have a first or second classification degree.

English language requirements:

All students must provide evidence of appropriate competency in written and spoken English. For students whose first language is not English, and who have not studied in English up to at least Level 2 the normal requirement will be IELTS 6.0 (with no less than 5.5 in any band) or equivalent.

4. Aims of the Programme:

Following our motto "Scholarship with Fire", we are driven by our desire to see human minds and hearts harmonized under the powerful leadership of the Holy Spirit to explore ways in which to direct our research towards understanding God, his mission, his purpose and how we can equip members of our societies to better serve God and the society. We aim to enable an environment where men and women are challenged intellectually, enabled spiritually to be true disciples with Christian character to serve in churches, communities and the marketplace. All our activities are underpinned by our Christian ethos and guided by the values of respect for others, serving others, social justice and equity. In line with Birmingham Newman University's aims and mission, BCC also aims to make a strong contribution to the development of interfaith understanding and dialogue in our community and beyond.

Against this background, our aim is:

To offer a degree with a focus on the core disciplines of theology, biblical studies, leadership and mission.

To prepare students intellectually and practically for a variety of forms of vocational Christian ministry including the development of presentation and communication skills, understanding of ministry and mission in cross-cultural and intercultural contexts, and the ability to apply biblical and theological knowledge within a ministry and mission setting.

To develop knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study.

To develop knowledge and understanding of concepts central to the disciplines of biblical studies and theology, along with an appreciation of their interrelationship, complexity and ambiguity.

To develop a range of transferable skills such as communication, formulating and evaluating a coherent argument, the appropriate use of data and evidence, the awareness of the implications of divergent views, the exercise of personal responsibility and decision-making, resolving problems and making decisions in contexts involving some complexity.

To communicate information, ideas, arguments, principles and theories, and develop an argument by a variety of means, for example essays of various lengths and dissertations which are clearly and effectively organised and presented.

To provide a learning environment in which student learning is supported and encouraged, which is sensitive to and caters for the abilities and needs of all learners, and which is dedicated to enhancing the students' engagement with biblical studies and theology, and their confidence in the learning experience.

In line with QAA Theology and Religious Studies guidelines 2019 our aim is to give students a systematic understanding of key aspects of their field of study, and to encourage intelligent use of a variety of theories and methods of study and engage in critical analysis of relevant data and arguments.

To provide the academic basis for possible further study in the area of biblical and theological studies as well as missional studies.

5. Education for Sustainable Development:

BCC is committed to the ESD definition used in the United Nations Brundtland Report (1987): "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." (Brundtland Report (1987) Our Common Future: Report of the World Commission on Environment and Development, United Nations, 1987, Part One, Chapter 2, paragraph 1)

The United Nations World Summit affirmed the concept of three 'pillars' of sustainability - the economic, social and environmental factors that need to be taken into consideration, and their cultural context. (United Nations World Summit, 2005, p.2)

There is increasing recognition that these three factors are interconnected, overlapping and interdependent. Drawing on both the 1987 definition and its 2005 recalibration, the present QAA guidance defines education for sustainable development as follows: Education for sustainable development is the process of equipping students with the "knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations". (QAA, 2014, p.5) The four core themes of ESD in HE are:

Education for sustainable development means working with students to encourage them to:

- consider what the concept of global citizenship means in the context of their own discipline and in their future professional and personal lives
- consider what the concept of environmental stewardship means in the context of their own discipline and in their future professional and personal lives
- think about issues of social justice, ethics and wellbeing, and how these relate to ecological and economic factors
- develop a future-facing outlook; learning to think about the consequences of actions, and how systems can be adapted to ensure sustainable futures?

	Where and when in the programme are students encouraged to:	ESD in the Programme
1	Consider what the concept of global citizenship means in the context of their own discipline and in their future professional and personal lives?	BCU432 Mission and Migration - this module encourages you to consider the impact of religion and faith on individuals and communities as global citizens. Questions such as, how your faith helps you and others to be better citizens in the West. Other modules include: BCU436 Church Planting & Evangelism BCU430 Contemporary Christian Leadership - this spirituality module encourages you to think about spiritual disciplines and reflect on influences and impact on self and communities. BCU435 Introduction to Mission
2	Consider what the concept of environmental stewardship means in the context of their own discipline and in their future professional and personal lives?	BCU510 Environmental Stewardship - this module encourages you to think about your role as a steward of the environment. Other modules such as: BCU511 Mission in Contemporary Europe BCU430 Contemporary Christian Leadership BCU603 Ministry Placement - helps you to consider your responsibility as a steward in your personal and professional life.
3	Think about issues of social justice, ethics and wellbeing, and how these relate to ecological and economic factors?	Some of the modules below have been carefully structured to engage you in thinking about issues of social justice, ecology and wellbeing of self and others in the contemporary society. These modules are designed to engage you in thinking critically about social awareness and solutions. Modules such as: BCU438 Christian Ethics 1 BCU509 Christian Ethics 2 BCU612 Christian Ministry in Practice BCU604 Theological Reflections BCU430 Contemporary Christian Leadership BCU609 Mission and Social Transformation
4	Develop a future-facing outlook; learning to think about the consequences of actions, and how systems can be adapted to ensure sustainable futures?	Modules such as BCU608 Digital Theology BCU609 Mission and Social Transformation have been designed to engage you in thinking outside the box in looking at both opportunities and challenges facing the current and future generations. Other modules below have elements of such reflectiveness in them. BCU607 Cross-cultural Ministry BCU435 Introduction to Mission BCU511 Mission in Contemporary Europe

6. Summary of Programme (for HEAR and Fact Sheet):

The Theology, Biblical and Missional program at BCC is aimed at equipping emerging church and mission workers, volunteers, ordinary church members and any prospective student to better appreciate the origins, development and application of the Christian

message within a variety of cultural settings and learn a selection of basic ministry skills. The course is designed to provide theological education, skills for Christian service, together with the development of personal character and spirituality. The programme is aimed at introducing students to a broad understanding of the world, religion, faith, spirituality and our role in serving the community and the Christian faith. In the first year, students receive a foundation in the core subjects in Theology, Biblical studies, Pastoral theology and missional leadership. Students are then able to deepen their understanding in the second and third years within their chosen pathways. Through presentations, seminars and class debates/discussions, students are able to express their acquired knowledge coherently, express their ideas and argue their cases with clarity and coherency.

Students doing theology at BCC will be encouraged to see the relevance of their degree outside the confinements of BCC, church or even in the ministry. As an academic discipline, students will be encouraged to think critically about how their knowledge, skills and resources can be useful in the marketplace. By marketplace, we are referring to the streets, the community, social media and in the churches and faith communities. Furthermore, by means of vocational, placements, and ministry work students are encouraged to broaden their experience on the marketplace and analyses strengths and weaknesses, opportunities and challenges of doing practical ministry. The aim is to produce students with a global, ethical, spiritual, academic and a well-balanced lifestyle and outlook on life.

Special Features: The course aspires to a relatively broad compulsory core of topics compared to some other theological degrees. Students are not permitted to drop any of the core subject areas throughout their course, although enough scope for electives does allow the pursuit of individual interests too. It is avowedly multi-purpose and functions as a suitable launch into practical church ministry, working with people from diverse backgrounds, stewardship of self and the environment as well as postgraduate study.

7. Intended Learning Outcomes for the Programme:

INTENDED LEARNING OUTCOMES	TEACHING METHODS	HOW DEMONSTRATED
A. Knowledge and Understanding		
Demonstrate a systematic understanding of key aspects of Biblical Studies, Christian Studies, and Evangelism, Mission and Ministry Skills including acquisition of coherent and detailed knowledge of these areas	Core lecture units held throughout the academic year and in group and personal tutorials	Assessed through essays and analysis of various contexts including presentation
Demonstrate a critical awareness of the development of Christian Theology up to and including contemporary Christian thinking	Core lecture units held throughout the academic year and in group and personal tutorials	Assessed through essays reviews, and analysis of various contexts including presentation
Evaluate the historical context of Christian Ministry and the contemporary practice of Christian Ministry	Core lecture units and in the production and evaluation of materials in Placement and Mission units, supported by individual tutorials, supervision and field experience	Assessed through placement portfolio including journals, Role plays, reflections and presentations
Demonstrate a systematic understanding of the historical and contemporary development	Core lecture units and in the production and evaluation of materials in Preaching and	Assessed through reflections and evaluations of preaching opportunities, production of

of different aspects of Christian spirituality, worship and preaching	Worship-based units, supported by individual tutorials, supervision and field experience	sermons, and other assessments required by specific modules related to worship, preaching and practical ministry
Critically appreciate the importance of non-Western voices and contributions from global aspects of Christianity for contemporary Biblical Studies, Christian Studies and Evangelism, Mission and Ministry	Core lecture units held throughout the academic year and in group and personal tutorials	Assessed through essays, Role Plays and presentations
B. Subject Specific Skills, including practical and professional skills		
Engage with and demonstrate critical understanding of the contents of the Bible and other related texts (where appropriate in its original languages), and demonstrate understanding of exegetical and interpretative approaches	Core Lectures, Reading, Group discussions	Presentations and essays
Demonstrate critical knowledge and understanding of key concepts relating to the historical and theological development of Christianity and the Christian Church	Core Lectures, Reading, Group discussions	Presentations and essays
Engage with and demonstrate critical understanding of political, social, cultural and ethical issues relating to Christian theology and its development, to ecclesiological practice and to Christian practices, at home and abroad	Core Lectures, Reading, Group discussions	Presentations and Essays and reports from ministry placements
Demonstrate a detailed understanding of contemporary issues in Hermeneutics with specific reference to Postmodernity, ideological criticism and the relationship between the reader and the text	Core Lectures, Reading, Group discussions	Assessed through essays, presentations, preaching and reviews.
Apply a well-developed knowledge and understanding of theological ideas to contemporary church and mission contexts	Core Lectures, Reading, Group discussions	Assessed through essays, presentations, preaching and reviews.
C. Advanced Skills and Experience		
Students should be able to demonstrate detailed knowledge and critical understanding of areas of biblical studies and theology, with reference to advanced scholarship and with an appreciation of uncertainty and ambiguity	Acquired through reflection on placement experiences and in the development and presentation of a dissertation	Assessed through essays, reviews, and analysis of various contexts including presentation
Demonstrate the appropriate use of a range of methods of study, including philosophical,	Acquired through core lectures and tutorials and through the production of assessed work,	Presentations, Essays and reports from ministry placements

historical, linguistic, hermeneutical, practical and pastoral, and the ability to evaluate different methodological approaches	alongside reflection on placements experiences	
Identify and critically evaluate good practice in theology and ministry	Acquired through core lectures and tutorials and through the production of assessed work, alongside reflection on placements experiences	Assessed through placement portfolios including journals, reflections and evaluations
Retrieve, sift and select information from a variety of sources	Acquired through development of assessments and reflections upon placement experiences and research methods. supported by group and individual tutorials	Assessed through the preparation of dissertation
Design, implement and report on research projects and / or placements	Acquired through reflection on placement experiences and in the development and presentation of a dissertation	Assessed through the development and production of an extended project

Learning Outcomes for Exit Awards:

Year	Intended learning outcomes
Year 1 (Certificate of Higher Education)	Students who have successfully completed Level Four should be able to: <ul style="list-style-type: none"> • Demonstrate knowledge of the concepts underlying the various programme modules in Biblical Studies, Christian Studies, Evangelism and Ministry Skills. • Show an ability to interpret sacred texts and other qualitative and quantitative data. • Develop sound arguments and judgements relevant to their field of study. • Communicate adequately to others in both written and oral form.
Year 2 (Diploma of Higher Education)	Students who have successfully completed Level Five should be able to: <ul style="list-style-type: none"> • Apply these principles in other contexts, particularly in their reflections on practical experience of a variety of contexts including relevant mission and ministry opportunities. • Demonstrate comprehension of and critically analyse a range of themes, debates and methods within theology and religious studies and, where appropriate, from related subjects such as the humanities or social sciences and evaluate a range of associated critical scholarship. • Effectively communicate the results of their analysis to both specialised and non-specialised audiences.
Year 3 (BA Theology)	Students who have successfully completed Level Six should be able to: <ul style="list-style-type: none"> • Have a systematic understanding of key aspects of Biblical Studies, Christian Studies, and Evangelism and Ministry Skills, including acquisition of coherent and detailed knowledge of these areas. • Deploy techniques of analysis and enquiry within the various disciplines offered. • Devise and sustain arguments.

	<ul style="list-style-type: none"> Describe and comment on aspects of research in these disciplines. Understand the limitations and ambiguity of knowledge. Undertake independent or self-directed study or learning (including time management) and reflect on one's strengths and weaknesses as a learner.
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8. Programme Structure and Requirements:

The standard pathway involves progressing through each of the three levels. Generally, students are expected to pass one level of study before progressing to the next level. Though each level can form a self-contained qualification known as Certificate, Diploma and Honours degree respectively. Each level comprises core requirements and options totalling 120 credits, leading to a full 360 credit requirement for the Honours degree. An Ordinary degree can be awarded as an exit qualification for students not achieving enough credits at Level 6. Students are required to pass each level before going on to the subsequent level. In the event where a student fails a level, they will be offered to either exit at the previously passed level with a certificate or diploma or resit the failed modules through Directed Studies, where a tutor will be assigned to them to help through the modules. This means that students will not be able to progress until they have successfully completed their current level of studies.

Level 4		
At Level 4, students have 6 Core Modules at 15 credits each. Then choose 2 additional modules at 20 credits each from either the Biblical and Pastoral Theology track or the Missional Leadership track. Optional modules are subject to student numbers and popularity of module. ** Generally, optional modules run with a minimum of 8 students.		
Semester 1		
Core Modules	Optional Modules	Track
BCU426 Introduction to the Bible (15) BCU427 Introduction to Theology (15) BCU430 Contemporary Christian Leadership (15)	BCU433 Introduction to Biblical Languages (15) OR BCU434 Pastoral Studies (15) BCU440 Ministry Placement 1 (15) OR BCU435 Introduction to Mission (15)	Biblical and Pastoral Theology Missional Leadership
Semester 2		
BCU428 Introduction to Hermeneutics & Homiletics (15) BCU429 Introduction to Church History (15) BCU432 Mission and Migration (15)	BCU437 Pauline Letters (15) OR BCU438 Christian Ethics 1 (15) BCU436 Church Planting & Evangelism (15) OR BCU439 Christ, Gospel & Culture (15)	Biblical and Pastoral Theology Missional Leadership

<p>Level 5 At level 5, students choose 120 credits overall from 4 core modules at 20 credits each and 2 optional modules from their chosen tracks. Optional modules are subject to student numbers and popularity of module.** Generally, optional modules run with a minimum of 6 students.</p>		
<p>Semester 1</p>		
BCU502 Old Testament Theology (20) BCU503 New Testament Theology (20)	BCU509 Ethics 2 (20) OR BCU513 Practical Theology (20)	Biblical and Pastoral Theology
	BCU509 Christian Ethics 2 (20) OR BCU511 Mission in Contemporary Europe (20)	Missional Leadership
<p>Semester 2</p>		
BCU501 Evangelism & Apologetics (20) BCU504 Pentecostal & Charismatic Studies (20)	BCU506 Galatians & Romans (20) OR BCU508 Pastoral Theology (20)	Biblical and Pastoral Theology
	BCU510 Environmental Stewardship (20) OR BCU512 Skills & Strategies in Communication (20)	Missional Leadership
<p>Level 6 At level 6, students choose 120 credits from 3 core modules. Research Methods at 10 credits, Dissertation at 30 credits and Christian Ministry Practice at 20 credits. Students then choose an additional 3 modules at 20 credits each from their chosen track. Students who will be doing the degree without honours (dissertation) will do the BCU602 Christian Ministry in Practice (20) as a core module and then choose 5 optional modules at 20 credits. At level 6, the three optional modules chosen by students from a track determines their degree title. Optional modules are subject to student numbers and popularity of module.** Generally, optional modules run with a minimum of 6 students.</p>		
<p>Semester 1</p>		
BCU621 Research Methods (10) BCU612 Christian Ministry in Practice (20)	BCU606 Hermeneutics & Homiletics 2 (20) OR BCU603 Ministry Placement (20)	Biblical and Pastoral Theology
	BCU607 Cross-cultural Ministry (20) OR BCU609 Mission and Social Transformation (20)	Missional Leadership

	OR BCU603 Ministry Placement (20)	
Semester 2		
BCU622 Dissertation (30)	BCU604 Theological Reflections (20) OR BCU610 Johannine Theology (20)	Biblical and Pastoral Theology
	BCU608 Digital Theology (20)	Missional Leadership

**All optional modules on the programme are subject to student number intake. Whilst BCC will make every effort to offer the modules listed, changes may sometimes arise due to student numbers, student choices and staff availability. Students should be aware that not all optional modules will be offered every year, due to staffing, timetabling and/or insufficient student numbers. Where an optional module does not run or there are insufficient numbers for the module to run, BCC will endeavour to inform students promptly.

9. Assessment Strategy:

Details of assessment tasks will be described on the relevant module course page in the Assignment Brief(s), including details of submission, date and format, word limit and whether the work will be second marked or double marked. All modules at all levels are subject to internal moderation.

i) Summary of assessments

The assessment scheme involves a variety of methods; presentations, essays, portfolios, formal examinations and placement reports. Typical questions are provided in the sample material submitted with this document. Some modules demand different types of assessment (e.g. for ancient languages or homiletics) or portfolios of work. For such modules, presentations and oral assessments are used to assess students' oral ability in presenting an understanding of a coherent argument of the module and tasks set. Others like Church Planting and Pastoral Studies also require students to engage in practical assessments such as role plays to assess their practical application of the module. The portfolios help assessors to determine how well the students have grasped the module's reflective and reading content. In such cases students are required to demonstrate a grasp of the key components of a text or review a small portion of literature and key issues from a text. Formative assessments are usually designed to help students explore the subject in areas beyond their immediate expectations without being critically analytical. The formative assessments also help both students and lecturers to evaluate the academic progress of students and deal with issues before students tackle the main assessed tasks. The rationale for the variety of assessments is to help assess students' knowledge and understanding using a broader variety of techniques. The essays are used generally to assess students' understanding, critical awareness and academic writing skills in the respective modules. There are very few exam components in the programme. These require students to be direct and succinct in their answers and responses to the tasks.

The balance between assessment by essay, presentation and end of year examinations changes from subject to subject. Level 4 is assessed mainly by presentations which carry 30% of the grade and essays which carry 70%. Level 5 introduces longer word limits and gives more weightings to presentations (40%-60%). Level 6 has significantly longer essay word limits and assessments. Level 6 also has a 7000-word project/dissertation and ministry placement report.

ii) Methods of Assessment (including weighting of components)

Possible assessments

- (1) Essay of 1000-2500 words (Levels 4, 5 and 6)
- (2) Oral Assessments-Presentations and Role Plays (All Levels)
- (3) Placement reports (Level 6)
- (4) Portfolios (written Level 5 and 6)
- (5) Long Essay or dissertation (Level 6 only)
- (6) In Class Tasks - discussions and debates about particular issues or topics

Examinations

- (1) 1½ and 2 hour written papers. In biblical subjects, these involve context questions and essays. In historical and other subjects, students attempt multiple questions and longer essays.
- (2) End of semester language tests

iii) Alternative arrangements for students with disabilities and/or learning difficulties

Birmingham Christian College welcomes applications from students with learning difficulties and disabilities and will endeavour to provide Learning Support Assistance (LSA) and make reasonable adjustments for these students.

This may include the variation of assessment arrangements which is intended to enable all students to have the same opportunity to demonstrate the achievement of specific learning outcomes. At the same time, lecturers are encouraged to develop a more inclusive approach by, for example, considering the use of alternative methods of assessment.

The college takes all reasonable steps to identify the support needs of disabled students and publishes clear information on the procedure and time limits for requesting reasonable adjustments. It is the student's responsibility to inform the Institution if he/she expects to have additional specific needs. An application for reasonable adjustment shall be supported by appropriate documentary evidence. The point of contact for students in relation to LSA is the Registrar.

A range of reasonable adjustments may be considered at the discretion of the college. These may be technical, for example, use of a PC, or may require a change in the location of the examination or may be facilitated by the use of an appropriate Support Worker. More than one adjustment may be required. In some cases, an appropriate reasonable adjustment may be to change the method of assessment in order to allow the student to demonstrate their ability; this will need to be agreed with the relevant academic staff to ensure comparability.

Please refer to the Disability Strategy and Learning Support Assistance policy and statement for more details (copy available from the Registrar).

10. Subject Assessment Marking Criteria:

At the level of individual pieces of work, the following categories, together with their respective weighting of marks, act as a guide for marking and help to create an evenness of assessment.

At all three levels of the BA assignments or examinations for the various modules are given integral percentage marks, together with a letter indicating the band.

A 70+, B 60+, C 50+, D 40+, E 35-39, F 0-34, with Grade D as the pass level. Any grade below 40% is a fail.

Each level subsequent to level 4 presupposes successful completion of the previous level.

Markers will assign a grade with an X under each column. The tutor will give the final grade based on the culmination of the individual grades.

	A (80-100) <i>First Class</i>	A (79-70) <i>First Class</i>	B (60-69) <i>Upper 2:1</i>	C (50-59) <i>Lower 2:2</i>	D (40-49) <i>3rd Class/Pass</i>	E (35-39) <i>Fail</i>	F (0-34) <i>Fail</i>
Understanding and Knowledge	Very detailed knowledge and understanding of the question and subject area and attempts to show originality	Main issues covered accurately at a depth beyond class sessions	Good grasp of the question and demonstrates good knowledge of the subject area.	Fair understanding of the task and demonstrates some awareness of the subject area.	Demonstrates some awareness of the subject area but not a direct relevance to the question.	Lack of proper grasp of task and demonstrates little awareness of the subject area.	Essay shows complete failure in addressing the question and knowledge about the subject.
Reading and Research	Evidence of critical analysis of primary and secondary sources and their effective integration into the work.	Ability to analyse relevant primary sources and present them in a coherent manner	Shows evidence of wide and relevant resources around the subject area.	Good use of sources in subject area.	Adequate sources and shows little research.	Use of lecture notes and very limited use of sources and research.	Own opinion and failed to show any evidence of reading/research.
Structure and Argument	Evidence of critical thinking in a well presented and coherent structure	Very clear, consistent and well-structured argument with good introduction and warranted conclusions.	A well written and structured argument with appropriate introduction and conclusion.	Evidence of good argument but not consistent and coherent throughout.	An attempted argument but no recognisable structure.	Argument is unclear and not well defined or structured.	No recognisable argument or structure to the work.
Generic Transferable Skills: Referencing & Style	Excellent use of sources, referencing and Bibliography. Excellent writing/grammar style, clear, fluent & confident.	Highly competent use of a very wide range of sources in the required referencing style. Well set out.	Good use of sources, referencing and bibliography. Well set out and good use of grammar with minor errors.	Referencing and bibliography are good but with a few errors. Reasonable layout.	Frequent errors in referencing and bibliography. Frequent errors and not properly laid out.	Inconsistent and inaccurate referencing and bibliography. Poor grammar and syntax.	Fails to reference work to source. Unacceptable grammar and complete disregard for style and presentation.
Penalties (State Reasons)							

The following degree classification mark bands apply to both tracks of the BA Theology:

First Class Honours	70% and above
Upper Second Class Honours	60% - 69%
Lower Second Class Honours	50% - 59%
Third Class Honours	40% - 49%
Pass Degree	(300 credits)

For all students for the final award there is a 60% weighting to the level 6 results and a 40% weighting for the results at level 5.

Notes:

The pass mark for a module at levels 4, 5, and 6 is 40%.

At levels 4, 5 and 6, if the overall mark for a module is 40% or more, and any one other component of that module is less than 40%, but at least 35% or more it will be recorded as a Compensated Pass and no resit will be allowed.

Where the recognition of prior learning (RPCL/RPEL) contributes to the award, the average used will be calculated with respect to only those modules taken and passed with BCC, up to the normal total of 240 credits at levels 5 and 6. For those students completing Top Up awards, all level 6 marks will be included to calculate the degree classification.

To gain a Distinction on a Diploma of Higher Education (DipHE) a student must obtain an average of at least 70% in 100 credits of the DipHE programme; to gain a Merit a student must obtain an average of at least 60% in the above calculation, subject to any specific programme requirements.

To gain a Distinction on a Certificate of Higher Education (CertHE) a student must obtain an average of at least 70% in 100 credits; to gain a Merit a student must obtain an average of at least 60% in the above calculation

A student who has not formally withdrawn from a module but who does not attend the examination or submit the required coursework by the given deadline will be recorded as 'Non submission' for any examination and 'Non-submission' for any coursework. This will count as a failed attempt.

Students are expected to ensure that they are available to submit any resit tasks or resit examinations during the prescribed reassessment period, as required by the relevant Examination Board. Failure to do so will result in a recording of non-submission failure at the next Examination Board.

Oral Assessments

For oral assessments such as presentations, preaching, role Plays, the following marking grid is used:

Marking Scheme for Group/Individual Presentations	A 70+	B 60-69	C 50-59	D 40-49	E 35-39	F 0-34
1) Content and Structure						
Introduction: Identifies objectives, purpose and sets out a clear and comprehensive structure for the presentation.						
Key Points: Displays a good grasp of the subject, addresses core issues, analytical and well argued.						
Well Researched and References: Extensive evidence of research, reading and a clear bibliography.						
Conclusion: Provides relevant conclusion in line with the introduction and body.						
Content and Structure Comments						
2) Media and Visual Aids						
Visual Aids: Appropriate and relevant use of images, diagrams and tables.						
Visual Aids: Argument enhanced through use of visual aids.						
Use of Media: Well set out, clear presentation and good use of media.						
Media Comments						
3) Presentation Skills						
Clear Speech: Audible, controlled tone of voice.						
Personal Energy: Has enthusiasm, shows confidence, avoids constant reading from notes, keeps eye contact with audience.						
Audience engaged: Attention captured and sustained.						
Questions: Handled effectively and informatively.						
Timekeeping: Finished in allocated time.						
Presentation Comments						
4) Effectiveness and Transcript:						
Overall View of Presentation: Objectives have been met. Message was communicated and understood. The experience was a pleasurable one! Transcript reflects presentation						
Overall Reflection and Comments						

For reference the grade scale is:

A 70 – 100%

B 60 – 69%

C 50 – 59%

D 40 – 49%

E 39 – 0% (FAIL)

11. Learning, Teaching and Assessment Methods:

For students at BCC, teaching and learning is normally through classroom-based activity (normally 18 hours for a 10-credit module, 27 hours for a 15-credit module and 36 hours for a 20-credit module), and will include lectures, seminars, group-work activities, and student-led presentations and feedback. There is also some field work (placements). Tasks and other formative exercises may be set and reading lists and guided learning notes are provided. In addition to scheduled group contact with lecturers, students will also normally spend around 82 hours per 10-credit module and 164 hours per 20-credit module in independent study, including time preparing for assessments and reading material in and around the themes of lectures.

The Dissertation (BCU622) has a reduced number of teaching hours associated with it. Proposals are discussed individually with students, and once a title has been agreed, a tutor will be assigned who will normally meet with the student to give guidance in planning and structuring the dissertation for up to three hours. Continuing guidance and support will be available both by e-mail and in further one-to-one tutorials up to a maximum of 4 hours. Contact time for this module will consist of student led seminars and open discussion for support, communication of research and feedback on their dissertation. The Ministry Placement module (BCU603) has no formal teaching associated with it. However, students will be given a seminar and tutorials sessions and once their placements have been selected, will be supervised by their placement coordinators and member of the teaching faculty. The purpose of the tutorials is to engage the students in understanding the expectations of the placement and guide them in knowing the requirements for the ministry placement reports. Such reports are both reflective and critical of their own performances. There is a placement form and links between the placement supervisor and the Academic Dean who acts as the liaison officer between BCC and the placement supervisor. All students must attend placement seminar before they embark on their placements and MUST have DBS clearance before they embark on placement.

Modules will, generally, be assessed by a portfolio of work with a total (equivalent) word count of 2000 per 10 credits (where a one-hour examination has a word-count equivalent of 1000 words).

Written coursework assesses students' subject knowledge, as well as their ability to conduct independent research, to identify, analyse and evaluate sources, and to present a coherent argument. This provides summative assessment of the students' ability to study a topic in some depth. Formative assessment for the guidance of teaching is through classroom observation, interaction, presentation and feedback.

At Level 4, learning is predominantly guided by tutors, and students are expected to offer a more descriptive response in assignments, demonstrating understanding of issues and sources, subject-specific methods, critical reflection and presentation of accurate information in a coherent argument. Assignments may be broken up into smaller components.

At Level 5 there is more scope for independent research and study. There is also the expectation of a greater level of critical engagement with the subject and sources, with opportunity to demonstrate a wider range of methods of study. Assignments are generally longer, giving greater scope to develop structured arguments.

At Level 6 students develop a greater responsibility for their own learning and are expected to demonstrate a still greater level of critical analysis and evaluation. Assignments for modules at this level may include longer components, e.g. BCU604, BCU606 (3000–4000 words) giving more scope to develop a sustained argument.

Learning Support Assistance strategy

Please refer to the Disability and Learning Support Assistance policy and statement for details regarding the college's policies and procedures for providing support for those students who require this (copy available from the Registrar).

12. Employability Strategy:

Following the acquisition of this award, students will be equipped to follow a number of related career pathways, including work in teaching and religious professions. Through this programme students develop the abilities to:

- Conduct independent research into a particular area of study. For example, BCU601 Research Methods & Dissertation helps students to develop the skill of research methods, gather, organise and assess data from primary and secondary sources. And furthermore, critically analyse and evaluate the views and arguments of others.
- The presentation assessments throughout the program help students to structure and communicate ideas effectively by written and verbal means. Organise their own workload towards the meeting of deadlines.
- Modules such as BCU430 Contemporary Christian Leadership, BCU512 Skills & Strategies in Communication, BCU603 Ministry Placement, BCU435 Introduction to Mission, BCU432 Missions and Migration, BCU511 Mission in Contemporary Europe, show critical self-awareness and open-mindedness towards other cultures and viewpoints.
- BCU512 Skills & Strategies in Communication, BCU608 Digital Theology demonstrate improved IT and communication skills.

Successful students will be able to apply the methods and techniques (BCU434 Pastoral Studies, BCU436 Church Planting & Evangelism, BCU430 Contemporary Christian Leadership, BCU509 Christian Ethics 2, BCU510 Environmental Stewardship) that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects.

Modules such as BCU428 Introduction to Hermeneutics & Homiletics, BCU437 Pauline Letters, BCU501 Evangelism & Apologetics, BCU504 Pentecostal & Charismatic Studies, BCU603 Ministry Placement help students to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgments, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem; communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.

Students will also have qualities and transferable skills necessary for employment requiring:

- The exercise of initiative and personal responsibility.
- Self-discipline and time-management
- Decision-making in complex and unpredictable contexts; and
- The learning ability needed to undertake appropriate further training of a professional or equivalent nature. Students will be able to apply learned skills through placements and reflect on their learning experience

Past students of BCC have gone on to senior leadership roles in Church. Others have gone onto managerial positions in charity companies. Some are also teaching in higher education.

13. Retention and Progression Strategy:

A special Pastoral Committee is set up to help students to progress through the course. The committee involves academic, pastoral and practical support. There are two academic/pastoral team members on the committee to offer support and guidance for students through the course. The team is reviewed each academic year. Students are expected to attend at least 70% of lectures in each module. Attendance registers are completed by staff each session and students can check their attendance in the college's Student Information System, Classter. Where a student's attendance drops below 70% this will be reported to the Academic Dean and Pastoral Committee who will contact the student to ascertain the reason for low attendance and provide the necessary support. Where a student is facing hardships, they are directed to the

relevant member of staff who then reports to the Academic Dean on the progress of the student. Each student is also assigned to a tutor who meets with them periodically (at least once a semester) throughout their course of study at BCC. If students fail to satisfy attendance requirements they may not be entered for exams or assessments. Mitigating circumstances will be looked at on individual cases.

14. Student Support:

General pastoral care of students is also coordinated by the Pastoral Committee and an appointed senior lecturer. At the academic level, all students are linked to a personal tutor known as the Course Tutor. Within the context of the BA programme this is a staff member who looks after, for example, all the Level 4 students, and at the dissertation phase. Such tutors arrange to meet all the students within their group individually each semester, and in addition, students may arrange to meet up with their tutors at other times. Each student has at least two meetings with their tutor each semester in the first year and one meeting per semester in subsequent years. However, students can request additional meetings with their course tutors should they require their support. Issues such as attendance, academic writing, and any other issues of concern are raised by the student or the tutor. This aspect of care is coordinated by the tutor concerned with clear guidelines from BCC. In addition to this, a student counselling/chaplaincy service is provided by a trained member of staff and is available for students who need it.

15. Accessibility and Inclusive Practice:

Students are asked to disclose any additional support needs they have during the application process. Students are advised to contact the Registrar with such issues. BCC's provision for disability enters two distinct areas of concern (1) Physical access and facilities (2) Academic support. The first of these concerns is addressed by ensuring that students with disabilities are able to access their lecture rooms via a lift or by allocating a room on the ground floor. Easy Access toilets are available in the buildings where lectures are held, and reception is located. Other requirements with regard to physical access to facilities will be discussed where necessary. This may include a Personal Evacuation Plan if required.

- i. A portable hearing loop is provided to help persons with hearing disabilities.
- ii. Tools such as automatic page turners, book holders, and adapted pencil grips are provided to help learners with disabilities participate in class activities.

In regard to the academic aspects of disability:

- (1) Help and advice will be offered on grants that are available to disabled students.
- (2) All Course Tutors will be briefed by the Registrar about any special disability-related needs of any new students allocated to them as personal tutor, including dyslexia and partial sight. If necessary, large print versions of notes or other resources can be prepared. Course Tutors are responsible for communicating these needs to individual lecturers with whom such a student might need to interact as the course unfolds.

All tutors are expected to speak to the student themselves to understand their support needs and ensure they are coping with their studies. When appropriate, and with the permission of the student, special needs can also be communicated to the other student members of the course group. It is also expected that all staff are aware of appropriate services and support to signpost students to if necessary.

- (3) The Course Director, together with the Registrar will ensure that assignment deadlines are automatically extended when physical disability, learning difficulty or other support need will mean slower than usual progress will be made by a student. This could include physical problems in gaining access to library facilities, reading, writing/typing or a combination of all of these.

(4) In certain cases, students with learning support needs may be offered alternative means of assessment, as per standard Birmingham Newman University guidelines.

(5) BCC will also provide Cognitive aids, including computer or electrical assistive devices, to help people with memory, attention, or other challenges in their thinking skill. In addition to that, computer software and hardware, such as voice recognition programs, screen readers, and screen enlargement applications, to help people with mobility and sensory impairments use computers and mobile devices.

For further details see the Disability and Learning Support Assistance policy and statement (copy available from the Registrar).

16. Programme Quality Indicators and Results:

At BCC, we have several procedures and mechanisms in place to ensure quality at both internal and external levels. These include, External Examiners, the National Student Survey (NSS), Monitoring Academic Progress (MAP), Teaching Excellence and Student Outcomes Framework (TEF) and the Annual Evaluation Report (AER).

Internal Quality Assurance of Marking

All marking is subject to sampling by an Internal Quality Assessor (normally the Academic Dean or Head of Postgraduate Studies). This satisfies the role of an Internal Moderator and the requirements of Birmingham Newman University. We aim to send feedback from the IQA sampling to the relevant staff member within 2 weeks of its completion.

Student Feedback

- a) Course evaluations – to be completed at the end of teaching for each module. Course evaluation involves the Teaching Excellence and Student Outcomes Framework (TEF and Annual Evaluation Report (AER). At the end of each academic year courses are evaluated by both students and academic staff to determine their effectiveness and work on any necessary recommendations. This will be done through feedback forms including the NSS.
- b) Student feedback meeting – to be held during the second half of each semester. This is done using the MAP (Monitoring Academic Progress/Outcome Mapping) to help students assess their academic progress. Students also have a Student Council where they appoint a representative for each year group and then collect feedback for the Academic Board & student feedback meetings. The student representative is also a point of contact for communication between staff and students. The representatives also get together to organise social events e.g. Christmas party, end of year barbeque etc.

Course Reviews

Relevant information will be presented at Faculty Meetings including course evaluation forms and feedback from students, results, statistical analysis, comments from external accrediting bodies etc. Faculty meetings normally take place 3 times per year but the main point for course reviews is at the first meeting following the end of the academic year. This includes the AER. In addition, an Academic Board meeting will be conducted each year involving staff, students and External Examiners and a representative from Birmingham Newman University to discuss the courses, feedback from External Examiners and the AER.

Staff Teaching Observations

Where a lecturer teaches in both semesters, teaching observations will be carried out over the second half of one of the semesters. For those that only teach in a single semester during the year, their observation will be carried out during the second half of the relevant semester. This is to ensure that the TEF requirements have been met.

Staff Appraisals

- a) Visiting Lecturers – Short meetings will be held following the teaching observations.
- b) Employees – Appraisals will take place during the summer outside semester.

Policy Reviews

All policies should be reviewed prior to the start of the academic year. This includes student and staff handbooks.

Policies will also be reviewed if they are no longer valid or if there has been a significant change in the college's procedures or a change in the law if this occurs mid-year.

Curriculum Development Committee

The Curriculum Development Committee serves as the prime decision-making and strategic body responsible for reviewing the present curriculum and defining, developing and delivering a future curriculum that is aligned with the vision and purpose of Birmingham Christian College.

The membership of the Committee is comprised of the Principal, Academic Dean, invited members of the Faculty and the Registrar. The Committee may also invite/co-opt other relevant persons both internal and external to the College to provide assistance and advice as appropriate. The Committee is chaired by the Principal. External Examiners are invited to give expert and critical advice on the structure of the course including assessments and marking.

17. Special Features:

The programme is enriched by the opportunity to take part in various Mission oriented and ministry-based trips, usually in a cross-cultural context, in each year of the degree programme. This includes ministry trips to Europe and churches with members of predominantly homogenous backgrounds. These give students the opportunity to experience and engage with individuals and groups from a range of different religious and social backgrounds. This helps to develop reflective skills and an awareness of, and sensitivity to, other cultures.

BCC has campus accommodation which includes Staff Houses and a small number of staff will be living on site so that out-of-hours support can be provided for those students who choose to reside on campus.

18. Resources:

BCC is well equipped with modern facilities and very highly qualified and experienced staff for both administrative and academic roles. Other facilities such as IT and Wi-Fi connectivity, library and classrooms on campus are adequate for the student numbers envisaged over the next 5 years.

Students will also have the opportunity to embark on placements during their time of studying. All students must be DBS checked before starting placement. Any cost of the placements will be discussed with students in advance before the placement module begins. BCC will ensure students are informed of any additional costs relating to use of library resources. Students who are entitled to student support (Student Fees, Awards and Support etc.) will be given direction and guidance on current Student Support Regulations.

The BCC website will give students opportunity to access materials and resources online through Moodle. Students will be given access to online resources and research areas. Students will also have access to the online library resources in which the college has invested, provided by Perlego and EBSCO.

There is more room for the expansion of any particular facility on campus and BCC will carry out development of facilities as student numbers grow. BCC rates student engagement highly in shaping the courses and structure of the programme and the college is flexible in its dealings with students in cases where this enhances student achievement and harnesses the aims of BCC.

19. Staffing Requirements:

An academic and administrative staff team who are well motivated as well as competent is most crucial for every successful education and training activity. Our lecturers have many years of teaching and research experience at HE levels from other HE institutions before joining us. Many of them are practitioners, who are able to bring the practical experience of church planting, running churches and nurturing disciples, into contemporary discourses and relevant theological

reflections in class to enrich students' learning experience. Thus, BCC is committed to providing teaching staff with ongoing development opportunities so that they can provide the quality of input that will help students to reach their full potential. BCC has a staff development plan whereby teaching and non-teaching staff attend relevant training every year to improve their skills and update knowledge. BCC staff will also enrol and attend any relevant training organised by Birmingham Newman University.